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INDIAN LIBRARY ASSOCIATION

INDIAN LIBRARY ASSOCIATION

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INDIAN LIBRARY ASSOCIATION
C/O DELHI PUBLIC LIBRARY,
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President's Letter

Dear the completion of the second year of the first and we hope the last, No-plan-library workers are distressed more at the erosion of the will to build up libraries. It is the unavoidable erosion of funds for this purpose. That it is more the will than funds which have suffered damage is seen from the fact that where the will is not wanting, the wheels have not come to a grinding halt, and in some cases have even retarded progress. We have seen the work of a few librarians with unquenchable zeal. The library associations are by the large doing the work within their means. Of course, more often than not, it is the enthusiasm of few workers that lifts the whole dear burden. But that has always been so and even in a financial squall their enthusiasm deserves merit. There is the work of Raghav Reddy in Andhra Pradesh who has quietly brought up his State into the leading position among the states with a public library system. The work of the Delhi University Seminar on Library Education and that of the Rajasthan University on university libraries is not yet too stale. We have also before us the Index India, the seminal work of the University of Rajasthan—shall we say the University Librarian, Mr. Gidwani—indexing the contemporary periodical literature on India.

The erosion of will we have spoken of lies mainly in the cerebo-spinal system of the country. That libraries are not getting funds allocated for them in the abortive fourth Five-Year Plan, we can understand. In the times of troubles no librarian can ask for a preferential treatment. That the librarians are getting even less than what the law of sharing adversity would give them well, that also could be understood. But what are we to say of the phenomenon of not calling even the first meeting of the National Advisory Board for Libraries which was set up more than a year ago.

Perhaps, it is again, the financial plea. But, in the first place, financial outlook of the country was darker when the Board was set up than now. In the second place, there are things that can be done even when the prospects for funds are bleak. This is not the occasion to give a list of such topics; we will content ourselves here only by mentioning the field of library cooperation.

We know of no other body which has been put in the freeze for want of funds at the every moment of its birth. We do hope that this novel treatment will not be reserved for the National Library Board, for the setting up of which the librarians have been working for years.

SOHAN SINGH



Editorial

Librarianship as a profession has reached a crucial stage in India today. The subject has been brought to a head for discussion in a very direct manner by Shri B. S. Kesavan in his Editorial under the caption 'Development of Libraries in India' in the Libraries Special Number of 'Cultural Forum' (No. 33, January-April, 1967), an official organ of the Union Ministry of Education. He has posed a number of questions to which we must find adequate answers if we mean to make any progress henceforth. The questions relate to the present state of affairs with our library services in public, university and special libraries, strength and usefulness of our library associations, volume and quality of our book production and finally what some would call India's 'Library Personality' that we have been trying to build up through our education for librarianship and contributions to library services and techniques. In this context we are reminded of another thought-provoking contribution that Shri Kesavan made in his Das Gupta Memorial Lecture on 'University Libraries and Library Education in India' delivered on 7th April, 1967 under the auspices of the Delhi Library Association.

Evidently Shri Kesavan's questions and remarks unmistakably bear a tinge of despair born of his frustrating experience with our 'Library Personality' and all that. As we look around we find that he is not alone among our senior colleagues who have felt obliged at this stage to speak out in the same vein. In the special number of Cultural Forum, referred to above, Prof. S. Bashiruddin in his article on university libraries remarked, "In short, librarianship in India has not risen to the needs of modern learning and research, despite the recognition it has received as an academic discipline". And Prof. D. N. Marshall in his contribution under the title, 'Purveyors of Knowledge' recorded with ostensible regret, "There is still a sad neglect in the field of public library service. Why should it be so, when the country is in the throes of planning for advancement all round, passes one's understanding". It is a common knowledge that despite our producing, one after the other, quite a few big blueprints of public library development, in about sixty years since Maharaja Sayaji Rao Gaekwad initiated the first organised system of public library service in this country, we have been able to offer a public library service in which annual book circulation is less than 2 volumes per 100 people as against a corresponding figure of over 800 volumes circulated by the British public library system. Well, as for our 'Library Personality' regrettable things have been happening. All persons of good sense were shocked to find that only the other day some individual or individuals used the columns of a non-professional periodical to say certain extremely unkind things about one of our respected colleagues with a distinguished record of service for over forty years. Interference in beneficial professional activities from quarters to which one would normally look for assistance and encouragement is also understood to be not so infrequent. Time has arrived to take stock of the situation and create enough goodwill for speedy progress in all directions. We must admit that our failings in many directions, perhaps, most in our system of library education, have given rise to grave problems with regard to our services and personnel. These problems may be discussed in some order of priority.

Let us begin the discussion with 'Education for Librarianship in India' as the first topic in a special issue of this Bulletin. About a score of universities, DRTC, INSDOC, IASLIC, two Women's Polytechnics, a number of our Library Associations and certain State Governments together currently produce annually not more than 2000 library personnel, 1000 to 1,500 at the Certificate (undergraduate) level, and 500 to 600 at Diploma/Degree (graduate and post-gradu-

ate) level in a country with a population of over 500 million. Yet unemployment and under-employment in all ranks of library personnel persists in so vast a country with a developing economy. There must be something fundamentally wrong in our understanding and programming of professional activities in the scheme of educational, cultural and economic development of the country. It is however, a hopeful sign that during recent years some useful work has been done to focus attention to problems of our system of 'Education for Librarianship'. Attention may be invited to the following recent documents on the subject:—

1. Library Science in Indian Universities—Report of the UGC Review Committee. New Delhi; University Grants Commission; 1965; Rs. 2.10.
2. Education for Librarianship in India—Second IASLIC Seminar Working Papers, Proceedings and Recommendations; Calcutta; IASLIC; 1965; Rs. 12.50.
3. Seminar on the Teaching of Library Science held at the Department of Library Science, University of Delhi; September 2-4, 1966—Set of Working Papers and Recommendations.
4. Education for Librarianship —A survey, Technical Pamphlet No. 2/IASLIC; Calcutta; 1966; Rs. 4.00.
5. Report of the Seminar on Library Education, Bombay; SNDT Women's University; 1966.
6. Survey of University of Delhi, Department of Library Science, by Dr Morris A Gelfand.

We are publishing in this issue of the Bulletin document No 6, to which recommendations of the Seminar on Teaching of Library Science is appended, together with an evaluation of the same by Shri P. B. Mangla, Reader, Department of Library Science, University of Delhi. We are very grateful to the University authorities for allowing us to publish Prof. Gelfand's report. Constructive comments on this document as well as original contributions on the Problems of Education for Librarianship in the country are invited. Such discussions will be particularly appropriate at this time when a UGC Library Committee under the chairmanship of Prof. A. R. Wadia is going to consider this subject soon. We propose to devote a full issue of the Bulletin on each of the major topics like, 'Education for Librarianship', 'Public Libraries', 'Library Associations' etc.

SURVEY OF UNIVERSITY OF DELHI DEPARTMENT OF LIBRARY SCIENCE

by
Morris A. Gelfand
Visiting Professor of Library Science

I. INTRODUCTION

The purpose of this report is to describe and evaluate the activities of the Department of Library Science in the light of its objectives, to offer suggestions for broadening the scope of the objectives and improving the quality of performance, and to identify problems and areas of concern which call for further study and sympathetic support. The report is based upon close to three months observation of and participation in the work of the Department by the writer, as Visiting Professor of Library Science. During this period the writer has received full cooperation and much encouragement from not only the Head of the Department and its members, but also from various high university officials and many librarians outside the University; for this assistance he is most grateful.

II. HISTORICAL NOTE

The Department of Library Science was organized in 1946 in the Faculty of Arts. Its first professor and effective founder was Dr. S.R. Ranganathan, India's most distinguished librarian, whose contributions to librarianship are universally respected. His colleagues were the late Professor S. Das Gupta, who served as Head of the Department and University librarian, and Mr. P.K. Garde, presently Chief of Reference Services in the United Nations Library, New York. Organized on a post-graduate level, the Department emphasized the importance of combining practical with theoretical work. The University library was its laboratory. The first graduates, 4 in number were awarded the Diploma in Library Science in 1948.

In 1949, two graduates received the B. Lib. Sc. which was then based on a two-year course. In the same year the M. Lib. Sc. course was introduced and its first three graduates received the degree in 1951. A weekly seminar was introduced in 1950; the subject matter included problems of classification, cataloguing and library organization. The seminar continued to be an important feature of the instructional programme until Dr. Ranganathan's resignation in 1955.

Two Ph.D. candidates were accepted in the 1952-53 academic year; one later dropped out, but the other completed his work and was awarded the degree in 1957. His thesis, "Facet analysis and depth classification of Agriculture" was unanimously approved by a distinguished panel of three British librarians who agreed that it was a significant contribution in the context of Dr. Ranganathan's theories of classification. The successful candidate was Dr. D. B. Krishna Rao, presently a professor in the Department of Library Science, Madras University, who has since published more than thirty papers.

After Dr. Ranganathan's departure, the Department was unable to offer the M. Lib. Sc. course and there were no candidates for the Ph.D. degree. An ex-M. Lib. Sc. student passed the examination in 1957 and one M. Lib. Sc. candidate was admitted under special circumstances the following year, but failed to appear for the examination. The Master's programme was re-introduced in 1959-60, the Department staff having been augmented considerably in the previous year.

Institute of Library Science Established

A turning point in the history of the Department occurred in 1958 when the UGC approved additional staff consisting of a Reader, a Lecturer and a part-time Lecturer. Mr. P. N. Kaula, who was to become Librarian and Head of the Department of Library Science at Banaras, was appointed Reader in November 1958. In the same year, an Institute of Library Science was set up in the University with assistance from the Ministry of Education. The objectives of the Institute were to train public librarians for positions on District and State levels, to prepare teaching aids and materials suitable for India and do research in problems of public libraries. Additional staff was sanctioned as follows: 1 Director, 5 lecturers, 1 librarian and 1 research assistant. It was proposed to coordinate the work of the Institute and the Department, an ambiguous action which created problems which were to dog the Department for some years to come. Professor Das Gupta, the Department Head was named Hon. Director for six months, presumably to provide time to make a selection for a permanent appointment. Four lecturers were appointed of whom three remain on the present staff; one, Mr. A. P. Srivastava, later left to become Head of the Department of Library Science at Rajasthan University.

The enlarged Department offered a three-month refresher course to fifteen librarians from different states and awarded certificates accordingly, but this programme was not continued. It was planned to develop the library facilities of the Department and Institute cooperatively and the Institute courses, though designed primarily for deputed candidates, were to be open to all.

Mr. S. S. Saith was appointed Director of the Institute on 1 February 1960. Professor Das Gupta decided to resign from the position of Department Head and thus it became possible to appoint Mr. Saith in

a dual capacity : as Head of the Department and Director of the Institute. With the larger staff more students could be accepted and the Master's programme could be revived. Indeed, by the end of the 1959-60 academic year 34 diplomas and 11 M. Lib. Sc. degrees were awarded in contrast to 20 diplomas and no M. Lib. Sc. degrees in 1959. Before Mr. Saith's appointment a short seminar on library education concluded that no radical changes in programmes could be introduced until the teaching staff had been adequately qualified. Four lecturers were accordingly enrolled in the M. Lib. Sc. course; three were from the Institute staff and one from the Department. The syllabus in Library Organization was revised to give greater emphasis to public librarianship, and the library science collection was strengthened with Institute funds. The most significant event of the year was recommendation by Mr. Saith to give the Institute virtual autonomy by removing it from the control of the University library and making its Director responsible only to the Executive Council. But this recommendation was not implemented despite its having been approved by the Executive Council of the University. Implementation was contingent upon certain agreements involving the Ministry of Education; the Ministry failed to take appropriate action.

The Institute Gets Under Way

1960-61 was the most eventful year in the history of the Department/Institute. In November 1960 the University approved a large grant from the Rockefeller Foundation; the Institute participated in organizing the UNESCO Seminar on Library Development in South Asia. A special category of "deputed students" was introduced in the admissions categories; the syllabi of the Diploma and the M. Lib. Sc. courses were substantially revised; arrangements for field experience for Diploma students during

the Autumn and Christmas recess periods were made with the cooperation of the Delhi Public Library, the University Library, USIS and British Council libraries; the Admissions Committee made a set of elaborate rules for evaluating the qualifications of candidates to ensure better selections; the Library Science library was further strengthened and placement services were improved.

The most promising event of the year was the inauguration of the Rockefeller Foundation grant. A five-year programme, it provided for the following: (1) three "incentive" fellowships a year for Diploma candidates; (2) one research fellow for three years and two for the remaining two years; (3) three seminars, one during each of the last three years; (4) advanced training in the USA for six staff members; (5) a Director's study tour of 120 days in the USA and UK; (6) visiting professors from the USA for four man-years; and (7) funds for library materials and equipment to build up the research potential of the Library Science library and provide audio-visual materials and equipment for a demonstration laboratory. Implementation of this grant did not begin until late in 1961.

The revision of the syllabi introduced a new pattern which is still followed in most respects. The implementation of new policy with respect to deputed candidates attracted 25 deputed students: one from the Government of India, 14 from the States and 10 from educational institutions. Fifty-three students passed the Diploma examination; twelve, the M. Lib. Sc. The Institute staff and one Lecturer from the Department of Library Science passed the M. Lib. Sc. exam.

No refresher courses were offered due to lack of hostel facilities and no research was conducted nor was a research fellow appointed, as it was claimed that the library resources were still inadequate for research. The Reader's post and those of two part-time teachers went unfilled; it was said that no

suitable candidates had appeared for the Readership and there was no need for the part-timers.

The teaching programme emphasized tutorials and the M. Lib. Sc. students were required to do a "Literature Survey" consisting of a brief "state of art" paper or library survey and an annotated classified bibliography on the subject.

Implementation of Rockefeller Foundation Grant

The 1961-62 academic year marked the beginning of effective implementation of the Rockefeller Foundation's Grant. Two incentive scholarships were granted (no suitable candidates could be found for the third); two Institute teachers were sent to the USA for advanced study; and intensive efforts were made to compile desiderata lists of library science materials against a grant allowance for the year of \$ 6,000. It was not possible for the Director to make a tour, nor was a research fellow recruited. There were no visiting professors from the United States.

The Reader's post went unfilled for the second year, but the instructional staff of Director, five lecturers, and a librarian seemed able to cope. The Institute library continued to grow; by the end of the year it contained 1,624 volumes and subscribed to 113 periodicals and serials.

The Institute was thwarted in its efforts to procure a building, but its proposal for greater autonomy was reaffirmed by the Executive Council and preparations were started to constitute a managing committee under the terms of the proposals. However, lack of affirmative action by the Ministry of Education, a party to the proposal, appears to account for the eventual failure of the proposal.

There was another large group of deputed students; 22 out of the class of 50 were deputed. Again, there was good representa-

tion from the states: 9 students were deputed by State governments, one came from the Central Government and twelve from educational institutions. Four Iraqi students were deputed to the Institute by UNESCO for a six months' training programme in which INSDOC and Delhi Public Library participated. There was no research and it was again impossible to offer refresher courses according to the Director.

Institute Activities are Curtailed

While the Institute appears to have been successful in many respects it was never truly an integral part of the University. It had effectively absorbed the Department of Library Science but owed its existence and was responsible to the Ministry of Education and not to the University. In these circumstances it would continue to present educational and administrative problems which might become increasingly difficult and possibly embarrassing in time. The University decided, therefore, to separate the Institute from the Department, thereby restoring to the Department its original functions and authority. Henceforth the Institute would not conduct the teaching, but its teaching staff would be authorized to collaborate with the Department staff in teaching the Diploma and Degree courses.

A Period of Uncertainty

Mr. Saith, the Director, resigned in March 1963. Professor Das Gupta again became Head of the Department and was named Hon. Director of the Institute pending a final decision about the Institute's status. As there remained some legal and administrative questions about the Institute's former relationship with the Department, and about the ownerships of library and other materials purchased by the Institute as well as the attitude and wishes of the Ministry of Education, the University decided to suspend the Rockefeller Foundation develop-

ment programme until the air was cleared. Consequently, no scholarships were awarded; no teachers were sent abroad for advanced training and no requests were made for visiting professors. The Departmental library seems to have been left in a state of suspension, its activity diminished to an almost completely static condition.

In the following year, one staff member was sent abroad for training under the Grant; the library was increased by about 400 volumes to 2,414 volumes and student enrolment continued at about the same level. Forty-nine diplomas were granted and 24 M. Lib. Sc. degrees. But there was still a good deal of uncertainty about the future of the department until July 15, 1964 when the Institute was officially closed and its staff transferred to the Department on an *ad hoc* basis with UGC approval.

Professor Das Gupta proposed to give the transferred staff members permanent University faculty status and requested the reactivation of the Reader's position (which hadn't been filled since 1960) together with some other requests designed to strengthen the Department. But the UGC, after receiving a report on the Department from a committee of experts, decided to defer action until it was ready to consider the University's total programme for the Fourth Five-year Plan.

In the meanwhile, enrolment has continued to be fairly high, although the number of deputed candidates has dropped somewhat. In 1965, 47 out of 48 candidates for the Diploma passed the examinations and all 23 M. Lib. Sc. candidates passed. Seven students were deputed including one from Nepal.

Revival of Activity

Under Professor Das Gupta's guidance the members of the Library Science Department held a series of 14 meetings in the 1964-65 year "to discuss the syllabi of the library

science courses, to review the teaching programme and to consider possible improvements in each of these areas." They decided to concentrate first on improving teaching and practical work and to be guided by the recommendations of the UGC committee on Library Science courses in considering changes in the syllabi. They agreed to formalize what had become, in effect, higher admission qualifications and to recommend that the Diploma should henceforth be replaced with the Bachelor's degree in library science in view of the improvement in the academic content of the first-year post-graduate course and the fact that the growing practice of non-university institutions in granting a diploma had lowered the status of the diploma. The Department decided that the UGC Committee's recommendation for a pre-admission apprenticeship was not feasible for certain practical reasons, but thought the Department should conduct for its B. Lib. Sc. candidates a two-week orientation course at the beginning of the academic year. It was also decided to improve the Prospectus by making it more informative and advisory. It was felt, for example, that students should be offered more suggestions for reading about the scope and attractions of librarianship; and should be encouraged to learn modern European/Indian languages and how to type. The meetings also dealt with students' weakness in general education and in English: practical training in librarianship; a new design for the teaching programme in which various aspects of teaching—lectures, tutorials, discussion classes and practical assignments—would be more closely integrated; division of the programme into two halves instead of three parts, and the possibility, therefore, of breaking down into smaller segments the full-year courses; introducing a mid-year examination to assess the student's progress; encouraging the students to consider 45 hours of combined study and lectures a reasonable work load, and reforming the

examination system by giving greater weight to internal assessment.

The Department has succeeded in putting into effect some of its recommendations. The B. Lib. Sc. has indeed taken the place of the Diploma. The internal assessment, based on mid-session tests and sessional work (papers, bibliographies, practical work), will henceforth be represented by 25 out of the 100 marks assigned to each paper.

Due to the untimely death of Professor Das Gupta in 1966 there has not yet appeared a report for the year 1965-1966 but a few events may be noted with interest. A fourth number of the teaching staff was sent to the USA for advanced training under the Grant. Thirty-one students received the B. Lib. Sc. degree in 1966; of these, 12 placed in the first division, a sign, according to the teaching staff, of rising quality in the incoming B. Lib. Sc. candidates. Nineteen M. Lib. Sc. degrees were awarded and there were two first division graduates in the class. Arrangements were completed for the appointment of Professor Morris A. Gelfand, Professor and Librarian of Queens College, City University of New York, for a one-semester assignment as Visiting Professor, Library Science, and Consultant to the Department. On June 1, Professor S. Bashiruddin was appointed to the University as Librarian and Head of the Department of Library Science. He has had more than 40 years of experience as a librarian and teacher. His mature judgement, lengthy experience and high stature among Indian librarians can be a source of great encouragement and guidance to the Department. In July, a fifth member of the Department was authorized to go to the United States for advanced training and Professor Bashiruddin began preparations for a short visit to America.

Current Events

One of Professor Bashiruddin's first acts was to urge the organization of the Seminar

on the Teaching of Library Science. Convinced that library educators need to re-evaluate their objectives, syllabi and teaching methods in view of the growing dissatisfaction among head librarians and university officials with the recent library school graduates, he decided to bring together representatives from all the university departments of library science to consider how to improve the products of the departments. Professor Gelfand suggested that the seminar should be oriented to the UGC Report on Library Science in Indian universities and assisted in preparing the agenda for the seminar and participated in the meetings during the last of which he presented a summary of the preceding discussions.

Impact of the Seminar

Two important results of the Seminar justify some further attention: the first was the decision of the participants to form an association of library science teachers to provide a forum for continuing consideration of problems of library education, and to seek solution of these problems; and the second, was the adoption of a set of recommendations which were offered for further consideration and possible implementation by the library science Departments and the UGC. These recommendations are reproduced in full in the appendix to the report, but a few comments on them may not be amiss at this point.

The recommendations reflect the concern of library science teachers about the need to improve the quality of their graduates by emphasizing the following: rigorous selection for admission, better teachers, improved curriculums that reflect more adequately than before, contemporary librarianship; higher standards of instruction and of research and student scholarship; better resources and facilities for instruction and research; and more vital research programmes. The Seminar has accordingly recom-

mended some major changes in both the B. Lib. Sc. and the M. Lib. Sc. syllabi. The B. Lib. Sc. course is enriched by the introduction of additional work in the bibliography of large subject areas such as Humanities, Social Sciences, Physical Sciences, etc. Credits for certain traditional courses are reduced, while the student is expected to cover the same ground; thus room is made for the introduction of additional subjects. And library science teachers are encouraged to cast a sharp, critical, but constructive eye on all aspects of the first year post-graduate programme—admissions, scholarship standards, teaching methods, etc.

The recommendations suggest that the M. Lib. Sc. course should be rather loosely structured, with a minimum of required papers and maximum encouragement to specialize in the study of the several types of libraries—public, school, college, university, and special industrial, commercial or research-institute libraries. The way is opened to consider introducing courses in documentation, information theory, computer application to library service, organization and servicing of government publications, reprographic methods, research methodology and other courses which are designed to fit the modern librarian to cope with the great problems of information handling, social and economic development, etc. The Seminar agreed that the M. Lib. Sc. should be regarded henceforth as an intermediate research degree. Students with special talents for and interest in research should be identified, it was agreed, during the Bachelor's programme and encouraged to go on with the work on the Master's level. There, another discriminating selection would be made to identify the occasional student who should be encouraged to pursue doctoral studies.

Another important and hopeful event of the current academic year was the extension by one year, to the end of February, 1968, of the Rockefeller Foundation Grant.

This is a source of much moral as well as financial encouragement to the Department. The large balance of remaining funds opens many possibilities for the further strengthening of resources, staff and services.

Conclusions

As we review the history of the Department we can note that after a strong beginning under the gifted leadership of Dr. Ranganathan and his subsequent resignation, a slowing down, if not a decline, in the effectiveness of the Department. It was unable to continue with the M. Lib. Sc. for example, and certainly a Ph.D. programme was out of the realm of possibility unless a librarian-teacher-researcher of high stature could be found who would be willing to serve as a candidate's guide. This was a time for the University to step into the picture to encourage and seek ways to recruit another man of high stature to follow Dr. Ranganathan.

The brief history of the Institute shows that much was accomplished by it, but also that many problems were created by the conditions under which the enterprise was managed. The Institute was primarily a teaching organization; it did not succeed in producing a significant volume of new teaching materials and devices, nor did it make a significant research contribution. The abolition of the Institute was followed by another period of reduced activity and the difficulties that developed in the aftermath of the Institute's closing probably had an adverse effect on the morale of the Department members.

There were promising signs of renewed interest and activity after the Department regained its identity and started to function again under Professor Das Gupta's leadership. His tragic death dealt a severe blow to the teaching staff, but recent events and the tonic effect of the Seminar may again encourage further efforts to improve the Department. Among the most important

of the recent happenings is the extension until 1968 of the Rockefeller Foundation grant

The twenty-year history of the Department suggests that despite its difficulties and shortcomings it has made a significant contribution to librarianship, and that it continues to extend its influence. Students have been drawn to it from almost every State in the Union; some have come from foreign lands. The Department was the first in India to offer both the M. Lib. Sc. and the Ph.D. degree. Its graduates now number close to 600, of whom 471 have received the Diploma/B. Lib. Sc and 118, the M. Lib. Sc.

It is against this historical backdrop that we can now examine some of the more significant functioning activities and problems of the Department and take note of its strengths, as well as possible weaknesses, in the process.

III. OBJECTIVES

The latest Prospectus of the Department does not contain a statement of the objectives of the Department as such, a lack which should be remedied. Some of its objectives are implied in the brief discussion of librarianship as a career (pp. 1-2) and there are stated objectives for the B. Lib. Sc. and the M. Lib. Sc. courses. The Ph.D. degree is represented by a single sentence: "Research in library problems leading to the Ph.D. degree." (p. 2). But what are the objectives of the Department? Does it aim to be a centre of research as well as advanced study; a national, possibly a regional school? Does it have an interest in the Planning of future libraries and information services, in computer applications, in the production of literature for new literates, in developing nation-wide library networks? Does it aim to prepare teachers for other library science departments? Is it interested in the further development of school and public libraries? It is for the Department to answer questions

as well as general departmental objectives for publication in the Prospectus. This statement should serve as an introduction to the description of its programmes which, presumably, will be designed to carry out the objectives.

The Seminar on the Teaching of Library Science discussed objectives but did not succeed in formulating a statement suitable for serving as a guide to library science departments. There is a helpful approach to a better definition of objectives in the Report of the Advisory Committee for Libraries. Other helpful sources are the bulletins of some library schools in Western countries.

According to the 1966 edition of the Prospectus, the objectives of the one-year course leading to the Bachelor of Library Science are :

"(1) to give the student an understanding of the basic principles and fundamental laws of library science.

(2) to enable the student to understand and appreciate the functions and purposes of the library in the changing social and academic set-up of the society, and

(3) to train the student in the techniques of librarianship and management of libraries."

(p. 2)

"The objectives of the Master of Library Science course are: (1) to acquaint the student with (a) the organization and development of the Universe of Knowledge, (b) research organization and methods: (2) to give the student specialized knowledge in respect to (a) kinds of reading and kindred materials, (b) different types of libraries; and (3) to make the student proficient in (a) advanced library techniques in the methodology of documentation and (b) advanced management and administration of selected types of libraries." (p. 2.)

It is doubtful whether these objectives

are being realized if one is to judge by the criticisms that are being made by eminent Indian librarians, including Dr. Ranganathan himself, of the graduates of present-day departments of library science. The recent Seminar gave additional emphasis to these criticisms. In Delhi University the B.Lib.Sc. candidates receive some good basic drill in techniques, chiefly those related to classification and cataloguing, but their instruction in library management and reference service is largely a literary and intellectual experience rather than a good combination of field experience with reading and lectures. The lack of a well-structured programme of field experience is a real handicap to the inexperienced B.Lib.Sc. candidate.

On the Master's level, the papers that are offered currently do not support fully the objectives. To pick a few examples, let us consider what is being done to acquaint the students with research methods, kinds of reading and reading materials, documentation techniques and "advanced management and administration of selected types of libraries." Research methods of discussed to a degree in the paper "Universe of knowledge ..." but methodology represents only a small part of the course. The student gets some experience in the process of making his "literature survey" and some have indeed used sound research methodology. But, the literature surveys are on the whole not sufficiently demanding intellectually to meet the requirements of good training in research methodology.

As to the "kinds of reading and reading materials" the only paper which seems to bear on this subject is number VII, which offers a choice of one among three papers on the bibliography and literature of (a) Humanities, (b) Natural Sciences, and (3) social Sciences. Until the present, it has been

1. India. Ministry of Education, Advisory Committee for Libraries.

Report of the Advisory Committee for Libraries... Ministry of Education, 1961, Publication no. 494, pp. 92-99.

possible to offer only the course in the Social Sciences.

Documentation techniques may be studied as an optional paper and can be presented only in an introductory and relatively elementary way and not as an "advanced library technique" as there simply is not enough time given to this paper, aside from other considerations such as the experience of the teacher. The INSDOC "training course in documentation and reprography" requires a full year's work, one-half of which is devoted to various aspects of documentation service.

Finally, with respect to "advanced management...of selected libraries" there is little evidence to suggest that the content of the papers and the methods of teaching succeed in meeting this objective.

Student attitudes and evaluations of the quality of the programmes of study in which they are engaged need to be considered with great caution and are indeed often quite unreliable indicators of quality. With these reservations in mind, one might still wish to consider some student opinions. In a recent interview with several M. Lib. Sc. candidates at the University the writer gathered the following impressions from the students:

1. When students receive the B. Lib. Sc. they aren't fit to do independent work in a library.
2. Practicals are taught from a theoretical point of view as if they had nothing to do with real life.
3. Administration and organization courses are still largely theoretical. There is no appreciation of the importance of human relations.
4. There is too much repetition between B. Lib. Sc. and M. Lib. Sc. courses. Instead of being advanced, the M. Lib. Sc. seems more like a refresher course.
5. There ought to be a 2-3 year experience requirement for admission to the M. Lib. Sc.

6. Supervised field experience is essential for B. Lib. Sc. candidates.

It is difficult, if not impossible, to make an objective evaluation of students' opinions, but in this case, it might be observed that their criticisms reflect many of those made by the mature and experienced members of the recent Seminar.

What should the Department do about recasting its objectives? Certainly, they should be guided by their own experience to a degree. They might also take into account the views of their students as well as those of employing libraries. With respect to the students a questionnaire might be in order. Conducted on a confidential, anonymous basis, it might prove quite helpful by offering the faculty a fresh, although possibly biased view of the effectiveness of their programmes and teaching methods. The Department's constituency includes its students as well as employer-librarians and the views of the constituency should be reflected to some extent in the objectives of the Department.

IV. ORGANIZATION AND ADMINISTRATION

The Department consists of six teachers (lecturers) and the Head, who is also the University Librarian. One teacher is presently on leave in America, where he is taking an advanced degree at the University of Chicago Graduate Library School. He is due back in September, 1966. Another teacher is about to leave Delhi for a year's study in Simmons College Library School, Boston, Massachusetts. The effective teaching strength, therefore, is five full-time teachers plus the Head, who teaches one paper at present.

During the current semester, the Department has been meeting frequently although not regularly. Meetings are often called on short notice, and there is usually no prior circulation of the agenda. Until recently there was no elected or appointed secretary,

minutes were not always taken down. The Head of the Department serves as chairman at the meetings. There are no standing committees; *ad hoc* committees are formed and individual assignments are made as problems arise. One member looks after the library and another is serving on an *ad hoc* basis as assistant to the Head.

The administrative and custodial staff consists of a chief clerk, one clerk-typist, one library attendant (untrained) and two peons. This staff is responsible for maintaining the departmental records, conducting correspondence, providing clerical services to the teachers, cleaning the premises and assisting in the departmental library.

The chief clerk is in charge of the Departmental office and the records are under his control. Over 65 different subject files are maintained; among these are files pertaining to admissions, accounts and budgets, hostels scholarships, examinations and general correspondence. There is a typewriter and a duplicating machine. Correspondence files are kept in steel cupboards and are not easily accessible. A general index system of files is maintained. The office appears to operate quite well, and the size of the staff appears to be adequate.

An annual budget as well as a five-year budget are made under the Department Head's directions and submitted by him to higher authority. There is no evidence that the teaching staff participates in the preparation and discussion of the budget.

An annual report is made by the Head and submitted to the Vice-Chancellor through the Registrar. While the Institute of Library Science existed its Director made rather comprehensive annual reports; these were usually submitted several months after the close of the academic years. In recent years the annual reports have been very brief and largely factual accounts of the year's activities.

Placement services are currently provided on a somewhat casual basis. it is said, however, that most of the graduates succeed in finding positions. An attempt was made by the then Director of the Institute to improve the service and a record was initiated of placements, but this has not been kept up. One of the Department members has voluntarily decided to do something about bringing up to date the records of placement.

The Department is a member of the Faculty of Arts and, therefore, submits certain recommendations including those pertaining to curricular changes, examinations, and appointments to the Dean of the Faculty of Arts for action by the Faculty.

The Department does not conduct formal in-service training programmes, but has established the practice of allowing new appointees a term in which to prepare courses and observe how teaching and other activities are conducted.

The Head of the Department understandably spends most of his time in the University Library or on outside activities connected with the library and his position as a department head and member of various committees including the Academic Council. Consequently, it is not possible for him to give as much time and attention to the Library Science Department as he would like. The departmental structure is rather amorphous, and too many important routine functions seem to be performed on an *ad hoc* basis. Morale is not high and one gets the impression that there is not a strong sense of common purpose in the faculty. There is an all-too-willing acceptance of undesirable conditions, and, at times, an apparent absence of initiative. For example, after the Institute was closed and there began the period of uncertainty about the legal status of the Department and its library and equipment, the maintenance and development of the departmental library were virtually ignored.

These observations lead the writer to make the following suggestions for the consideration of the Head of the Department and the Faculty members:

1. The Head should make every effort to appoint a Deputy to whom he can delegate authority to manage the day-to-day affairs of the Department. The Deputy should be a man of high professional stature whose qualifications would warrant the rank of Reader, if not Professor. Under the general supervision of the Head, the Deputy should be permitted to conduct routine Department meetings, carry on departmental correspondence, supervise and induct new teachers and visit old teachers in their classrooms from time to time, prepare the budget the annual report, represent the Department at Arts Faculty meetings in the absence of the Head, supervise the departmental library—through a faculty member—supervise admissions, conduct preliminary interviews of candidates for scholarships, and perform such additional duties as circumstances may require. He would, of course, report directly to the Head of the Department and submit to the Head the budget, the annual reports. With the appointment of such a person, continuous direction and leadership can be provided and departmental organization and administration can be further improved.

2. The Department should have stated meetings at least once a month. The Head or his Deputy should serve as chairman, and a secretary should be elected each academic year. Members of the Department should be invited to submit items for the agenda, and the final agenda should be distributed together with the notice of the meeting at least a week before the meeting. Standing committees should be elected annually to deal with such subjects as (1) admissions, (2) library, (3) scholarships and awards, (4) curriculum and such other functions as may be identified as being important enough to warrant

continuous attention. Committees should consist of one or two persons, considering the small size of the Department. Minutes should be made of each meeting and circulated well in advance of the next stated meeting (The chief clerk or the clerk-typist, if capable, might take down the minutes and submit a draft copy for approval by the secretary before preparing and distributing the final copy.)

3. A placement service should be established. This might be another responsibility of the Deputy Head. Existing records of graduates in library work should be brought up to date to the extent possible, and libraries throughout the country should be invited to notify the service about vacancies in the professional service. Progress reports on new graduates in service should be solicited and all graduates should be invited to register with the placement service if they are interested in making a change of position. The members of the Department should be invited to participate in the service by providing confidential evaluations of their students' work and possibly in other ways.

V. CURRICULUM

It is recommended that the Department re-examine its present curricula in the light of its objectives, the proceedings and recommendations of the Seminar on the Teaching of Library Science, and the following suggestions:

1. Consider the advisability of offering the following curriculum for the bachelor of Library Science degree:

Paper	Total Marks
1 History of books and libraries. (To include much of what is presently in the paper on library organization in addition to history of books)	100

2	Library classification theory and practice	100
3.	Library cataloguing :theory and practice	100
4	General bibliography	100
5	Reference service	100
6	Library organization and administration	100
7 & 8.	Bibliography and literature in the humanities-social sciences, natural sciences A choice of two out of three)	200
		800

Students would be required to do the same amount of work they presently do in classification and cataloguing courses on the theory that practical work should be regarded as an integral part of each course and should not receive extra credit. There are no separate papers for bibliography practice or reference practice; why give credit for the practical work involved in classification and cataloguing. If the student studies two to three hours for each hour he spends at lectures, he should be able to manage his practical work.

The general bibliography course should introduce the student to the physical aspects of bibliography and to trade, national and general bibliographies. The importance of basic, general bibliographical tools in relation to book-selection and acquisition should be emphasized.

The course in reference service should stress the service side more than the bibliographical. The student will be learning general and subject bibliography in three courses. Reference books other than bibliographies with certain exceptions, should receive intensive study. The case method of instruction is particularly suitable for a reference course.

Perhaps, when Mr. Aggarwal (lecturer in Department of Library Service) returns next year from his studies at Simmons Library School where the case method was pioneered, he will be able to introduce it in Delhi University. In the meanwhile, perhaps at least those who teach reference work could endeavour to use the case approach.

It is suggested that the papers on organization and administration can be combined with relative ease. Much of the present syllabus in organization can be made a part of the proposed course in history of books and libraries, and the remaining sections can be integrated with the topics presented in the administration course.

The proposed courses in bibliography and literature are designed to complement the student's present knowledge and open new fields of interest to him. The student should be advised accordingly to avoid the subject area in which he specialized as an undergraduate and select two other areas. Thus, a student with a B.Sc. degree who studied chemistry, biology, and physics or another combination of physical or biological sciences would be advised to take the courses in social sciences and humanities. Each student should also be required to compile a bibliography in each of the two subject areas. In this way the practical element can enter.

Field Experience

A common complaint of employer-librarians is that new B. Lib. Sc. graduates know little about libraries; that they lack practical experience. This is a valid complaint and must be given serious thought. However, there are limits to what a library science department can do in this connection. What are these limits? From a pragmatic viewpoint the library school can at best provide for a relatively brief period of full-time experience. What it does provide, however, should be carefully programmed and considered as a part of the curriculum. Even two weeks of

full-time practical work can be very useful if the experience is so designed and administered that the student is enabled to obtain a comprehensive view of the operations of all major sections of a library. If it is indeed a two or three week experience it is probably best if provided in a single library. A two or three months field experience project may profitably involve two or three libraries. In any case, the longer period should be planned flexibly; some libraries would prefer to take students for longer periods, say three months or so, because it takes less of the training supervisor's time.

1. It is recommended that henceforth B. Lib. Sc. student should be required to undergo a supervised, carefully constructed field experience, except that students who already have library experience which is acceptable to the faculty may be excused from this requirement.

It is further recommended that if short-term, that is, 2-3 week, projects are found acceptable, the vacation periods shall be utilized for this purpose and students should be expected to work on a voluntary basis except that they might be provided pocket money for lunches and bus fares. If a three-month experience term is introduced it would be desirable to provide for paying the students a reasonable wage on an hourly, daily or monthly basis. It might be advisable to request the University or the University Grants Commission, possibly the employing library, to provide the funds for this purpose. This approach might be tried on a trial basis for a year or two with the understanding that the project would be carefully supervised, observed, and evaluated at its conclusion.

Several libraries in Delhi might be considered for this purposes: Delhi Public Library, USIS and British Council libraries, INSDOC, the University Library and some of the better college libraries come to mind.

The library science faculty might appoint one or more of its members as liaison

officers to plan the experience in each selected library in collaboration with a representative of that library.

2. Consider the advisability of offering a B. Lib. Sc. (Hons.) degree. Candidates would be rigorously screened chiefly on the basis of past performance in studies requiring the application of research methodology and the number of accepted candidates held down to five or fewer. The accepted candidate would be required to do a Literature survey along the lines followed by present M. Lib. Sc. candidates, but a general survey or research study might be acceptable. In addition, he would be expected to receive marks of at least II class level in the eight papers required of the ordinary B. Lib. Sc. level.

3. The M. Lib. Sc. should be regarded henceforth as an intermediate research degree leading toward the Ph.D. admissions should be rigorous and efforts should be made to attract candidates with good first-class or high second-class degree.

There should be a minimum of required courses and a sufficient number of specialized courses available to make possible a high degree of specialization.

Most of the papers presently in the M. Lib. Sc. course could remain there except that they would become optional. Some new courses will need to be prepared and some existing courses revised.

The paper on the Universe of Knowledge (Paper I) could be combined with Paper VIII, the sessional project, and given the following title: *Seminar in Library Problems*. The new paper might be defined as one of the basic required courses—perhaps as the only one. Students would be expected to prepare a full-length Master's thesis based upon a survey or analytical study of an actual library problem. The bibliography would be incidental to the thesis and would consist mainly of items cited in the thesis; an additional list of references to materials consulted

but not cited might be added. Students would continue to classify the bibliography, but would not necessarily annotate it in view of the heavier requirements of the thesis.

An arrangement might possibly be made with INSDOC to permit M. Lib. Sc. candidates who wish to specialize in documentation to take some courses at INSDOC. The Director of INSDOC appears to be sympathetic toward this suggestion.

Similarly, course groupings which include subjects taught in other University departments, might be designed. For example, a student who wishes to specialize in public library service might be permitted to take a course in community analysis in the sociology department and a course in statistical analysis in the economics department.

In other words, it is not essential that the Department of Library Science should provide all of the special courses a student might require. The Department should explore the possibility of granting academic credit for studies taken in institutions that are not related to the university. INSDOC courses, for example, might be evaluated by a special University committee and, if found acceptable, be accredited accordingly.

The Department should explore the possibility of adding new courses in the professional sphere; these might include courses like the following: government publications, computer applications to library problems, reading interests of adults (for public library candidates) reading interests of children, systems analysis, university library administration, school library services, centralized and cooperative public library systems.

Obviously, the present faculty cannot undertake an extensive expansion of curricular offerings without additional assistance. Here is a place for the specialist who can be brought in for a single course in his speciality.

The financial implications of such expansion will require further consideration.

An excellent example of course groupings designed to promote specialization can be found in an interesting document produced by the Delhi University Department of Economics in 1964 as a result of a comprehensive study of the objectives and contents of post-graduate courses in economics¹. The final proposals provided for a core of five compulsory courses and for three additional papers to be taken from several special groups.

It is hoped that these suggestions will not be regarded as dogmatic expressions, but rather as invitations to explore, with an open mind, the numerous possibilities of basic curricular improvement.

VI. THE FACULTY

The faculty of the Department have good academic and professional qualifications in terms of university degrees, as Table I shows. All but one member have academic M.A. degrees and the single B.Sc. holder received first class honours in chemistry. All are highly proficient in the use of the English language, the medium of instruction. As a group, they can manage effectively with seven or more modern Indian languages and with French, German and Russian. Except for the Department Head, who took his professional degree at the University of London School of Librarianship, the staff received its basic professional training at Delhi University, and four members received additional Master degrees from American library schools while a fifth is soon to leave Delhi for advanced study in America.

With respect to professional training, the Delhi faculty compares most favourably, indeed it appears to be superior to other Indian university library science faculties. It compares favourably in teaching ex-

¹ Delhi University Department of Economics

Papers relating to revision of first-graduate courses in economics. University of Delhi, January 1964 222 p
cyclostyled

TABLE I
Qualifications of the Faculty of the Department of Library Science

<i>Rank/Designation</i>	<i>Academic Qualifications</i>	<i>Professional Qualifications</i>	<i>Library Experience (Years)</i>	<i>Teaching Experience (Years)</i>	<i>No. of Published Papers</i>
1. Head of Dept.	M.A.	London Sch. Lib. F.L.A.		40	
2. Lecturer	M.A. II Economics (Aligarh)	M.Lib.Sc. I Delhi M.S.L.S. Columbia	8	3	4
3. Lecturer	B.A. (Hons.) London (Philos.) Russian Trans. Delhi	M.Lib.Sc. II Delhi	2-1/3	5	1
4. Lecturer	M.A. II Punjab (History)	Dip. L.S. I Delhi M.Lib.Sc. III Delhi M.S. in L.S. Colum.	1-1/2	6-1/2	4 papers 1 review 2 notes
5. Lecturer	B.Sc. (Hons.) I Karnatak (Chemistry)	Dip. L.Sc. I Delhi M.Lib.Sc. I Delhi	1-1/6	5	1
6. Lecturer	M.A. (Punjab)	M.Lib.Sc. Delhi M.L.S. Chicago	1	3	
7. Lecturer	M.A. Delhi	M.Lib.Sc. Delhi	4	7	

perience with the other faculties but unfavourably in library experience.

Apart from the distinguished Head of the Department, the faculty's most serious deficiencies are (1) lack of good library experience and (2) unduly low research and publication activity. It is clear that extraordinary efforts need to be made to correct these faults if the Department aims to become, in fact, the leading school in India.

The size of the faculty in relation to the student enrolment appears to have been quite adequate for several years. The ratio of staff to students has usually fallen below 1:10, the UGC formula for staff size at the B.Lib.Sc. level and it has been about 1:5 at the M.Lib.Sc. level. However, if the Department decides to develop a strong

research orientation and appoint a Deputy Head, as suggested in this report, more staff will be required.

By itself the faculty does not have authority to set admission requirements, determine the curricula or to specify conditions of graduation. There is nothing to prevent it, however, from making appropriate recommendations and it should take greater initiative in this regard.

The teaching load of 15 hours a week does not seem unduly burdensome. In fact, no staff member has had more than 13 hours per week of regular classroom teaching during the current semester. Tutorials do not get under way until late in the first term; thereafter, they may require one to three hours a week of the teacher's time.

Teaching

In the lecture sessions, teaching seems to be a one-way process; the lecturer may pause from time to time to ask or receive a question but there is little substantial discussion. Lecturers seem to base their lectures on a few texts in the syllabus; they use the blackboard quite skillfully but no other visual aids. "Practicals" are conducted in classification and cataloguing courses. On the Bachelor's course level, students do not handle books in these practicals; they are given cyclostyled versions of title pages or sample author-title entries to work with. They bring to the practical session the catalogue entries and classification numbers they have made and these are reviewed, corrected and discussed by the teacher.

There was no opportunity for the writer to observe tutorials, but his impression, from discussions with the teachers, is that much good teaching is performed in the small tutorial meetings where from one to three, possibly four students, meet in private with a teacher. It is difficult to appreciate why tutorial meetings cannot be organized from the outset of the academic year instead of being delayed until late in the first term. Valuable individual guidance can be offered in tutorial sessions at the beginning of the terms; students and teachers can become well acquainted with each other and students can be encouraged to participate more actively in the lecture sessions.

With a few exceptions, classroom teaching appears to be unduly routine and dull. Many of the subjects taught lend themselves effectively to the use of audio-visual devices and in some, the case method could be employed quite appropriately. Practical work should be reorganized with a view to the ultimate integration of practice with theory—in all subjects—and students should be encouraged to work with books rather than title pages, cyclostyled notes, etc. A practice collection of miscellaneous books selected

from the large University library stock of surplus and duplicate materials should be organized and made available to the library science students. A faculty committee should be formed to explore the possibilities of audio-visual aids to teaching.

Discussions with individual members of the teaching staff suggest that the staff is conscious of the need to improve teaching and would welcome some assistance and leadership accordingly. It is recognized that teaching must be re-oriented fundamentally; it should become a dialogue between student and teacher.

VII. STUDENTS

Admissions Policy and Practice

An elaborate system of admissions is conducted by the Admissions Committee, which consists of the Head and one member of the Department of Library Science and the Dean of the Arts Faculty. At present, candidates for the Diploma course are considered under three categories: (1) academic qualifications, (2) deputation, and (3) membership in a scheduled caste or tribe. For the master's course, candidates are considered on the basis of professional (meaning performance on Diploma/B. Lib. Sc. level) and academic qualifications; there is no library experience requirement. According to a member of the Admissions Committee, there are received annually from 350 to 500 applications for admission.

Academic qualifications are classified into some fifteen graded categories ranging all the way from category I which calls for a Ph.D. degree to XV in which a holder of a III class diploma in library science is placed.

Diploma/B. Lib. Sc. Course

An examination of admissions records of the past four years shows that an effective cut-off point for most of the candidates has been established at category VIII on the academic qualifications. In this category

there is room for candidates who offer one of the following: a III class M.A. plus a II class B.A.; a II class M.A. and a III class B.A.; a II class B.A. (Hons.) degree. In 1963-64 the Department noted, during its discussions of possible improvements, that "the minimum qualifications for admissions to the Diploma course had, in effect, been raised, since among the candidates...there were many with second-class Honours and Master's degrees.... In view of this, and on academic grounds, it was proposed to raise the minimum entrance requirement from a Bachelor's degree to a second class Bachelor's degree." In the latest Prospectus candidates are advised, "in view of limited seats" to apply for admission only "if they have a first class pass degree, or at least a second class Honours degree with high marks, or a second class Master's degree."

About one-fourth of the 1966-67 Bachelor's class were admitted on the basis of a single academic degree of the first or second class. Three first class and eight second class B.Sc.'s and two B. Sc. (Hons.) second class were admitted; four first class B.A. (Hons.) and two second class B.A. (Hons.). Among the remaining successful candidates all had at least two university degrees; many, three, and second and third class degrees predominated over a relatively small number of firsts. Seventeen candidates came with previous library experience, among whom eleven were apparently deputed by their institutions. No members of the scheduled castes and scheduled tribes are in the present class, but there have been one or two in each of the preceding three years. Members of scheduled castes/tribes are given a concession of five per cent marks when their records are evaluated, according to a member of the Admissions Committee.

There are no entrance examinations to test the candidate's knowledge of English nor is there an interview except in cases of candidates who have been out of the University

for some years and have not worked during the period. Such candidates are called in for an interview, where possible, to determine whether there are undesirable factors in the candidate's background or outlook.

M. Lib. Sc. Course

The minimum requirements for admission to the Master's course is (1) a Diploma/ B. Lib. Sc. degree from Delhi University "with not less than fifty per cent of the marks" or (2) "a post-graduate diploma or a Bachelor's degree in library science of another university recognized as equivalent, provided that such a candidate has obtained not less than fifty per cent of the marks... and has passed (with not less than fifty per cent marks) an admission test in library classification and catalogue given by the Department at time of admission." (Prospectus, 1966, pp. 3-4). There is no experience or English language requirement.

Out of thirteen admitted candidates six had no previous library experience; seven had six or more years of experience. All had first or second class library degrees, but about one-half of the candidates had a third class academic degree among their other qualifications. Only two had a natural science background; the others came about equally from arts and social science studies. There was only one candidate with a first class Master's degree and a first class library science diploma.

Admissions in General

It appears that the Department has been drawing candidates chiefly from the middle and lower strata of university graduates and has been unsuccessful in attracting students with the highest academic qualifications. This condition is quite general in the country, the writer was told by several Heads of Library Science Departments who attended the Seminar.

The grading of academic qualifications is

designed to assure a degree of objectivity and fairness in the selection of candidates, but it appears to receive undue weight. The candidate's knowledge of English, his general knowledge should be taken into account and some weight should be given to previous library experience, recommendations from former teachers and employers and personality factors. All of which suggests some type of entrance examination, possibly combining English language proficiency and general knowledge, a personal interview, and a set of weighted criteria to guide determination of a candidate's place in the selection list.

It is recommended accordingly, that the Department review present admissions policy and procedures with a view to improving the selection process.

But better selection alone will not ensure better candidates. Ways have to be found to attract more of the best university graduates to the profession and the Department. One of the traditional devices for attracting good students is the paid scholarship. The Department should be enabled to offer several scholarships carrying stipends sufficient to permit the student to live on a fairly comfortable level. The existing "incentive scholarships" of Rs. 180 p.m. should be increased in number to possibly six or more and the stipend to Rs. 250 p.m. In addition to listing them in the prospectus, the scholarships should be publicized widely with special descriptive bulletins, notices to the professional journals and advertisements in newspapers.

Standards of Scholarship

The continued use of the annual examination and the heavy weight of the examination relative to internal assessment militate against enforcement of high standards of student scholarship during the course of the year. The Department should consider the advisability of giving tests at the end of each term and increasing the proportion of marks

to be awarded for sessional work.

At present little is done to insure that weak or failing students are identified and assisted or dropped as each case may warrant. Students do indeed drop out during the course of the year but the reasons for this are not necessarily connected with poor scholarship. During the past seven years, for example, 365 students were admitted to the Diploma/B. Lib. Sc. course but only 301 or 82.5 per cent appeared for the examinations. Among Master's candidates 125 were admitted in this period, and 110 appeared for the examination. According to the records of this period, three per cent of the first-year students failed the examination and eight per cent of the Master's candidates failed. The rate of failure is not alarming, but more should be known not only about the reasons for failure but also about the cause of drop-outs. Then remedial actions can be taken accordingly.

Student Activities

The students are organized in an association called Delhi University Library Science Students' Association (DULSA). A member of the faculty is advisor to the association. Its activities seem to be confined to a few teas and an occasional picnic. It is suggested that DULSA should be encouraged to conduct a more vital programme of activities and that it should be an active part of a permanent organization of graduates of whom there are presently close to six hundred.

Among activities the students' association might consider are some of the following:

1. A series of lectures by graduates and other librarians on "Recent Advances in Library Science."
2. Volunteer assistance in operating the Departmental Library.
3. Volunteer assistance on the bookmobiles of Delhi Public Library.

Graduate members of the association

might assist with recruiting good students, serve on advisory committees to assist the Department in various aspects of its work and possibly serve as active supporters of the Department's efforts to procure funds, equipment, etc., and cooperate in placement activities.

The possibilities of a closer, permanent relationship with its graduates should be seriously considered by the Department.

VIII. LIBRARY FACILITIES AND SERVICES

The Department maintains a library in a room adjacent to the departmental classrooms and faculty offices. The collection presently consists of approximately 4,300 volumes (including multiple copies of many titles) and receives regularly some fifty-three periodicals in the field of library science. Seats are provided for sixteen students.

From 1959 to 1963 a professional librarian was in charge (this was during the active operation of the Institute of Library Science). With the abolition of the Institute the librarian was given teaching duties and has continued to serve as lecturer-cum-librarian, a title that suggests he continued to have responsibilities for the library. But his teaching duties have been so demanding that he has had little time for the library.

Consequently, the library has not had a full-time functioning librarian since 1963. An untrained attendant assisted occasionally by another untrained person is stationed in the library as custodian of the collection. He keeps the circulation records and does the shelving and, apparently, little more.

Text-books in library science are issued from the reserved collection on the ground floor of the building in which the Department is located, except that one copy of each text is kept in the departmental library for reference use. A few bound periodicals are kept in the departmental library but

most of the bound volumes and the current issues are in the periodicals section of the University library.

Funds for the further development of the library science collections were provided in the Rockefeller Foundation Grant which has been mentioned previously. After a lapse of almost three years, book orders against the fund which still has a substantial balance, were resumed late in 1965.

Students have access to the University library, which now contains about 250,000 volumes and to several other libraries in New Delhi, among which the following may be noted: USIS Library, British Council Library, Delhi Public Library and a number of special libraries (with special permission, however).

With the coming of the new Head of the Library Science Department there has been a renewal of interest and activity in the library. It has been decided to bring together the journals, texts and the existing book collections in order to meet better the needs of the students and faculty. The Head has requested authority to appoint a librarian and to augment the clerical staff to make possible longer hours, better service and permanent direction. Desiderata lists are being drawn up and efforts are being made to enlarge and expedite the acquisitions programme.

Departmental Library Development Programme

It is suggested that the Department undertakes the design of a programme to make its library an integral part of its teaching and future research activities. Some of the subjects which might be considered in this connection are:

1. *Objectives:* (In what specific ways should the library support teaching and research? Should it provide practice materials, assist in the preparation of and maintain a collection of audio-visual and other

types of teaching aids? Build up comprehensive collections of library science periodicals, reference works, etc.? Should it provide bibliographical services? If so, to whom?)

2. *Collections*: (The collection should be a large, comprehensive one if the Department plans research activities. It should contain: all available books on library science; books on research methodology in the major academic subjects; a rich collection of reference books of all types and in many languages; the more important professional journals indexed in Library Abstracts and Library Literature (with complete sets of many); a collection of annual and special reports of libraries of all types; a collection of student and faculty library handbooks, copies of plans of new library buildings, compilations of library laws from various countries; a collection of Master's and doctoral dissertations in library science; samples of various printed and cyclostyled forms used in different types of libraries and additional materials that may be useful to the teachers and students in the department.

3. *Service*: (Reference and bibliographical assistance, acquisitions coordination, loans, demonstrations of use of equipment such as microfilm readers, slide viewers, etc., photocopy arrangements, inter-library loans, indexing, etc.).

4. *Facilities*: (Further thought should be given to the advisability of providing larger quarters for the library by combining two of the classrooms on the second floor, rooms 10 and 11. In the meanwhile, however, room 9 might be made an adjunct of the library in order to add the seating space which will be needed when the periodicals and texts are consolidated with the existing collection.)

5. *Staff*: (A well-trained and experienced professional librarian should be appointed as soon as possible to carry out the library

development programme envisaged by the Department. He should be encouraged to use initiative in soliciting the wide range of materials, reports, handbooks, forms, reprints, catalogues, the Department will want to acquire in addition to books and journals. Additional supporting staff will be required to keep the library open throughout the day and evening and on holidays.)

IX. QUARTERS AND EQUIPMENT

The Department is fortunate in having adequate quarters. It has the full use of four lecture rooms, the library room, six (?) faculty offices, and a storeroom and a general office for the clerical staff. In addition, it has access to Tagore Hall, the auditorium in the building in which the Department is located, and to other classrooms and office in the building should the need for them arise.

As to equipment: apart from a cyclostyling machine and typewriter for the office there is virtually no equipment for teaching purposes. It is suggested that the Department, in cooperation with the University Library, should acquire some equipment for demonstration and teaching. Some items of equipment could be used by the University library when not required for use in the Department, and the former would be expected to maintain the equipment in good running order in return for having the use of it. Among items which could be used jointly are the following:

1. Microfilm reader
1 stationary and 1 portable model
2. Microfiche-microprint reader
3. Microfilm reader-printer
4. 2 Flexowriter machine (for reproducing catalogue cards)
5. Other items which could expedite the work of the University library and be used for demonstrations in the Department.

Among articles of equipment which the

Department might consider acquiring for teaching and demonstration purposes are:

1. Slide projector—35 mm.
2. 2 Slide viewers (for use by students in the departmental library)
3. Filmstrip projector
4. Tape recorder
5. Portable phonograph
6. 2 Roll-up type projection screens for classroom use.
7. Cabinets for storing film-strips, micro-films, motion-picture films (documentary films on various aspects of library services, slides, tapes, phonograph records, etc.
8. 1 Overhead projector.

X. FINANCIAL STATUS

The Department is receiving regular financial support from the University for the salaries of the teaching, clerical, and custodial staffs. It has, in addition, a substantial balance of Rockefeller Foundation Grant funds to its credit. The Grant will expire by February 28, 1968, but planning should be completed within the next two months to insure that the funds shall be used in the best interests of the Department. The Head of the Department will soon visit the United States where he will have an opportunity to discuss his plans with the American Library Association Advisory Committee which has been assisting in the administration of the grant.

Some provisions should be made by the University to assume responsibility for continuing to give support in those areas which have hitherto been supported with Grant funds. Future budget requests should accordingly reflect this condition.

XI. CONCLUDING NOTE

Delhi University's Department of Library Science is in an excellent strategic position to

assume national, if not regional, leadership in the training of librarians. Situated in the intellectually exciting environment of India's leading university and having access to the rapidly growing University library and several important libraries in the Delhi metropolitan area, the Department possesses advantages far superior to those of most of the other Indian university departments of library science. But these assets, alone, will not suffice, as the members of the recent, successful Seminar on the Teaching of Library Science (sponsored, it will be recalled, by Delhi University, Department of Library Science on September 2-4, 1966) clearly recognized.

To achieve excellence in teaching and research the Seminar agreed that library science departments need to: introduce more rigorous selection of students; strengthen further the faculty; provide a broader and richer curriculum which will reflect fully the major advances in contemporary librarianship and the need to find more effective means to support education and research in the interests of India's educational, cultural and scientific development; raise progressively, the standards of teaching, research and student scholarship; improve further their resources and facilities; and encourage research into the day to day problems of libraries and information agencies of all types as well as in the theoretical aspects of library science. To accomplish these objectives the Delhi University Department of Library Science will require further financial, as well as moral and intellectual support from the University and the University Grants Commission, and it should establish and maintain a closer association with the departments of the University and with other library science departments and the library profession in general.

APPENDIX

Recommendations of the Seminar on the Teaching of Library Science held at the Department of Library Science, University of Delhi, from September 2-4, 1966.

In order to improve the quality of the librarians turned out by library schools and to meet the diversified needs of library services for different users, the curriculum and the teaching methods of the existing training programmes require a thorough re-examination.

B.Lib.Sc. Programme

The courses at the B.Lib.Sc. level should provide a balanced and well-rounded training, integrating theory with practice, and covering with equal emphasis all aspects of professional work. The courses offered should reflect the present needs of libraries. The following steps are suggested for improving the existing training programmes :

1. Stiffening entrance requirements;
2. Attracting students with higher academic qualifications, by offering suitable incentives;
3. Limiting the number of students admitted and maintaining the student-teacher ratio as recommended by the UGC Committee;
4. Enlarging the contents of the courses by the addition of two more papers on literature studies in the fields of Sciences, or Social Sciences, or Humanities, and combining some of the existing papers such as classification theory and practice, cataloguing theory and practice, organization and administration, etc., without diluting their contents, by increasing the work load of students accordingly, so that the additional courses could be covered within the academic year, or by extending the duration of the course from 9 months to 12 months;
5. Integrating theory with practice; providing experience in field conditions;
6. Reconsideration of the present methods of examination and assessment;
7. Insistence upon practical library experience for teachers of library science. It should be possible for teachers to participate in actual library work for specific periods.
8. Establishing a closer and integrated participation of University Library and Departments of Library Science;
9. Involving qualified practising librarians also in the teaching of students whenever feasible;
10. Utilizing the services of members of other faculties in the University for handling special subjects.

Starting of new schools for B.Lib.Sc. should be done only after a careful study of the actual demand in the field and the availability of adequate training facilities including competent teachers.

M.Lib.Sc. Programme

The M.Lib.Sc. Course should provide scope for specialization in a wide range of subject fields. It can have a minimum number of "required" courses and offer a wide choice of optional papers from a variety of courses. It should be possible to fit the programme to the needs of the individuals, by providing or by making provision for a custom-tailored approach. The optional papers could be in the fields of advanced classification, or advanced cataloguing, or documentation, or information retrieval theory, bibliography, business libraries, government libraries, public, academic, research and school librarianship, or in any area of the subjects of librarianship in a contemporary form. In addition, there should be a dissertation based on research or investigation. The M.Lib.Sc. Course could form an intermediary stage for pursuing research at an advanced level leading to a Ph.D. The other factors to be considered for maintaining a high standard of training are :

1. extremely careful selection of students for admission to the course;
2. limiting the number of students to be admitted, maintaining the student-teacher ratio as recommended by the UGC Committee;
3. provision of competent personnel with field experience for teaching M.Lib.Sc. Course.
4. securing the services of members of other faculties in the University for the teaching of special subjects, whenever necessary;
5. provision of adequate facilities and resources for maintaining the training programme at a high level.

The reorientation of the training programme suggested above should be experimented upon by the existing schools offering the M.Lib.Sc. Course at present.

Starting of new schools for M.Lib.Sc. should be broached with great caution and only after careful consideration of the actual demand in the field, and the availability of adequate training facilities including competent teachers.

Research Programme

The Seminar supports fully the areas for research spelled out in the UGC Report. In addition, it recommends that library schools should actively take up research on library problems faced by libraries in their day to day operation. These problems could be tackled as assignments at B.Lib.Sc. level, or as projects at M.Lib.Sc. level, or research

level, depending on the nature of the problems. Thus the library schools could actively involve themselves with live library problems. For some of the problems which require inter-disciplinary competence, the assistance of specialists in the various fields should be sought for guiding the research work. The research programmes should embrace all aspects of library science. The problems can be broadly divided into: (1) pure research; (2) practical or applied research; or (3) developmental work.

Research programmes have to be developed on the basis of availability of guides with adequate technical competence and maturity. Admission of a candidate for research work should also take into consideration the fields of specialization as well as the competence of a candidate for that particular work. It is recommended that the universities should gradually build up the research competence of the teaching staff of their faculty members by providing them opportunities for advanced training in their fields of specialization. The research programmes of Department should necessarily be built around such competent persons. In all cases where guidance from other Departments of the Universities is required, they should be made available for the conduct of research in the Department of Library Science. The departments should provide fellowships for research workers.

Mechanism for Accreditation

The Seminar recommends the formation of a mechanism for accreditation of training courses offered by the universities

Implementation of the Recommendations

It is the responsibility of the library profession to spell out the areas of contemporary librarianship in which the universities could offer intensive and high level training programmes. The Indian Library Association, the IASLIC, and the Association of Indian University Teachers of Library Science, formed during the present Seminar, have the responsibility for spelling out these areas.

The University Grants Commission should give full support for implementing the recommendations of the present Seminar so that they could be initiated as early as possible by the library schools.

The Boards of Studies of the library schools in the various universities should take up these recommendations for their consideration. This could be a positive step and will hasten the reorientation of our existing programmes as early as possible.

The authorities of the universities should also explore the possibility of implementing these recommendations on their own initiative and with their own resources.

UGC Review Committee Report

The Seminar places on record its indebtedness to the excellent document on "Library Science in Indian Universities" drawn up by the UGC Review Committee and for making a number of valuable recommendations on which the present Seminar has drawn heavily and fruitfully during the course of its deliberations. The object of the present Seminar has been to make adequate provision for implementing some of the basic recommendations of the UGC Review Committee, by putting them in a perspective and in the context of contemporary librarianship. The recommendations of the Seminar attempt to give a reorientation of the approach, without in any way reducing the intellectual content of the courses spelled out in the UGC Committee Report, by providing scope for broad-based and specialized training in various areas of professional work.

SURVEY OF UNIVERSITY OF DELHI, DEPARTMENT OF LIBRARY SCIENCE (1966) BY MORRIS A. GELFAND*— AN EVALUATION

by
Pramod B. Mangla**

INTRODUCTION

Some of the aspects of library education in India, often discussed and criticised, are regarding: (i) the contents of the library science courses; (ii) the teaching methods; (iii) the lack of competence in library science teachers; (iv) the academic qualifications of students; (v) the lack of general knowledge of awareness among students; (vi) the lack of comprehension of English language among students, and such other allied topics. For the aspects mentioned at (iv), (v) and (vi), library science departments are not usually in a position to do *much* to improve the situation because they have to depend primarily on the quality of education imparted in other educational institutions. The only thing which they should do, and I suppose most of the departments already do so, is to make the requirements for admission more stiff so that only the better class gets the chance for admission. However, it may not always produce satisfactory results. Other aspects like (i) to (iii), deserve proper attention of all those who are concerned with the profession of librarianship directly or indirectly. The publication of the UGC Review Committee Report *Library Science in Indian Universities* (1965), the holding of an all-India 'Seminar on the Teaching of Library Science' at University of Delhi (Department of Library Science), September 2-4, 1966, and other such meetings, should be regarded as healthy signs indicating that we do not any more take things for granted

and are, on the contrary, quite keen to change or improve the existing structure of library education for better results.

In this background, Dr. Gelfand's Report should be regarded as an important document. Though it deals with the functioning of one Department of Library Science only, as a case-study its contents should be of great value for other departments of library science in the country as a whole. The purpose underlying the Report as mentioned in the Introduction is "to describe and evaluate the activities of the Department of Library Science in the light of its objectives, to offer suggestions for broadening the scope of the objectives and improving the quality of performance, and to identify problems and areas of concern for further study and sympathetic support"

The Report consists of 19 foolscap-size pages with an Appendix containing the 'Recommendations' of the all-India 'Seminar on the Teaching of Library Science' to which reference has already been made. Dr. Gelfand was also one of the participants in this Seminar. Besides the Introduction and the Concluding Note, the contents of the Report have been divided into nine sections.

An effort has been made here to give an evaluation of the Report as objectively as possible. If certain points raised or suggestions made by the author of the Report have been commented upon favourably or adversely, it has not been done with a view to defend

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the programmes or activities of the Department. In an age of all-round growth there is nothing as final about the programmes or functions of any institution and, therefore, there is always much scope for improvement or modifications in the existing programmes or functions to meet the requirements of the changing times or environs.

1. HISTORICAL NOTE

This is the longest and perhaps the most comprehensively dealt with section covering full five pages of the Report. The author has made extensive use of the official records of the Department for the descriptive account given in this section and therefore, the facts and figures given could be largely depended upon. Undoubtedly, the Department during the past 21 years of its existence, has passed through various phases—phases of vigorous activity as well as those of slackness—in its various programmes. Some of the happenings, which at different times tended to retard the process of its growth, seem to have been mostly the results of clashes in interests among various individuals at different levels. Such happenings are undesirable as they provide set-backs in the proper development of most institutions and organizations.

Dr. Gelfand's narration though quite informative providing an insight into the affairs of the Department, should have been, however, kept within reasonable limits, particularly in a report of the size and scope as the one under review. Perhaps certain information about the admission, strength of staff, etc. during the past few years could have been given in a tabulated form, and I am sure, with better results.

2. OBJECTIVES

This Section of the Report could be studied under the following sub-headings:

(i) Objectives of the Department;

- (ii) Objectives of the different courses being offered in the Department;
- (iii) Students' evaluation of the Department's programmes.

(i) Objectives of the Department

The first sentence in this Section reads: "The latest Prospectus of the Department does not contain a statement of the objectives of the Department as such, a lack which should be remedied." In search of these objectives the author again puts a question: "But what are the objectives of the Department?" followed by different other questions: 'Does it aim to be a centre of research as well as advanced study; a national, possibly a regional school?' or 'Does it have an interest in the planning of future libraries and information services, in computer applications . . .?' and so on.

Although such objectives of the Department have not been listed in any specific form, they are implied in the objectives of the different courses being offered in the Department. Moreover, it is quite obvious that this Department is one of the Departments of the University of Delhi and, therefore, it functions within the overall objectives of the University which broadly speaking are 'to provide facilities for education and research'. I am sure such objectives of the University cover a much wider range—as objectives should always do—and the different departments and other institutions connected with it should organize various academic programmes which would help in the fulfilment of these overall objectives. In this background, different questions raised by the author in search of the objectives of the Department, references to some of which have already been made, do not seem to be pertinent or even relevant. A reference has been made to the *Report of the Advisory Committee for Libraries** (pp. 92-99) to

*India, Ministry of Education Advisory Committee for Libraries *Report of the Advisory Committee for Libraries...* Ministry of Education, 1961, Publication No. 494.

find guidance in search of the objectives of a library science department. Surprisingly enough, there also one fails to find such objectives given in any specific form. It is doubtful even if the bulletins of library schools in western countries always contain such objectives in some specific form. But such negative statements should not lead one to conclude that the suggestion as given in the Report is completely irrelevant, and that if others are not doing it, we should also not do anything in this regard. Perhaps a brief mention of the objectives of the Department which may even amount to be a repetition of the objectives of the University, is not completely out of order. I feel it would not have been expecting too much if the author had given certain specific suggestions about the objectives of the Department which could have been considered for being mentioned in the Prospectus of the Department.

(ii) Objectives of the Different Courses being offered in the Department

It can be safely concluded that the author of the Report is quite satisfied so far as the objectives of the courses as given in the Prospectus of the Department are concerned. He is concerned more with another question, i.e., Are these objectives being realized by the existing teaching programmes of the B.Lib.Sc. and M.Lib.Sc. courses? Regarding the B.Lib.Sc. course he raises the usual questions concerning (i) the teaching methods, (ii) the lack of provision for field experience, etc. The author does not go much beyond mere mentioning these points in this section for the B.Lib.Sc. course. He repeats these points with a few suggestions in the other section, Curriculum.

The criticism about the relationship between the objectives and the teaching programme for the M.Lib.Sc. course does not appear to have been based on facts. A detailed analytical study of the countents of

different papers included in the M.Lib.Sc. course should not have led the author to make certain statements highlighting the negative aspects only of the existing programme. Again, the author does not give any concrete suggestions either in this section or under Curriculum which could help in the formulation of an alternative study programme more akin to the objectives of the M.Lib.Sc. course. The comments concerning the paper dealing with 'documentation techniques' certainly needs clarification. Does the author want this paper to be excluded from the M.Lib.Sc. course merely because the INSDOC (and also DRTC, Bangalore) "training course in documentation and reprography" requires a full year's work, one-half of which is devoted to various aspects of documentation service, and which thus could not be covered properly as an optional paper? I suppose the contents given for this paper in the Prospectus are self-explanatory and the teaching of this paper when done in co-ordination with the teaching of other papers prescribed for the M.Lib.Sc. would lead to a comprehensive coverage of this paper in a proper manner.

(iii) Students' Evaluation of the Department's Programmes

On the basis of his informal interview with the M.Lib.Sc. students, the author gives six statements to indicate students' reaction to the training programmes at the B.Lib.Sc. and M. Lib. Sc. levels.

Four of these statements at Serial Nos. 1,2,3 and 6 are concerned with the B.Lib.Sc. course—its contents and teaching—which, as mentioned earlier, are already matters of concern with us.

The statement at Serial No. 4 ("There is too much repetition between B.Lib.Sc. and M.Lib.Sc. courses. Instead of being advanced the M.Lib.Sc. seems more like a refresher course.") certainly needs careful attention of library science teachers teaching

M.Lib.Sc. class. There may be some truth in this statement. My experience about students' reaction to the M.Lib.Sc. course is, however, completely different from the information obtained by Dr. Gelfand. Usually I am told that there is much new and advanced in the M.Lib.Sc. course when compared with the B.Lib.Sc./Dip.Lib.Sc. course of different Indian universities including the University of Delhi.

Statement at Serial No. 5 deals with the admission requirements for the M.Lib.Sc. course which should be looked into.

The suggestion to evaluate the competence of library science graduates for library work and also of the teaching programmes of the Department with the use of questionnaire-method is worth experimenting with. May be in addition to the questionnaire, a personal interview with the employing librarians will bring better results.

3. ORGANIZATION AND ADMINISTRATION

This section of the Report deals with different matters, viz., teaching and non-teaching staff, staff meetings, preparation of budget, placement services, etc. It is mostly a descriptive account and contains a few suggestions which deserve due consideration and also implementation to the extent possible. Certain statements like the ones regarding the staff meetings that 'Until recently there was no elected or appointed secretary and minutes were not always taken', or that 'Morale is not high and one gets the impression that there is not a strong sense of common purpose in the faculty' are not based on facts.

4. CURRICULUM

This is an important section of the Report and requires detailed examination by all of us in the profession.

(i) B.Lib.Sc. Course

The scheme of papers suggested for this

course is based primarily on the 'Recommendations' of the 'Seminar on the Teaching of Library Science' already referred to. The papers suggested in the Report are as given below:

<i>Paper</i>	<i>Total marks</i>
1. History of Books and Libraries	100
2. Library Classification: Theory and Practice	100
3. Library Cataloguing: Theory and Practice	100
4. General Bibliography	100
5. Reference Service	100
6. Library Organization and Administration	100
7 and 8. Bibliography and Literature in the Humanities, Social Sciences, Natural Sciences	
(A choice of two out of three)	200
	800

The author has proposed these papers without mentioning the objectives of the course which these papers are supposed to fulfil. Moreover, one does not even find any specific details about the contents of each of these proposed papers which would have given a better idea about the basis behind the proposed changes.

The existing scheme of papers as given in our Prospectus is as follows:

<i>Paper</i>	<i>Total marks</i>
1 & 2. Library Classification (Theory & Practice)	200
3 & 4. Library Catalogue (Theory and Practice)	200
5. Document Bibliography and Book Selection	100
6. Reference Service	100
7. Library Administration	100

This scheme of papers, with slight variations, is followed in almost all departments of library science in the country.

Let us look into the proposed scheme of papers more closely with a view to find out new areas which could possibly be considered for inclusion in a scheme of papers for this course.

Paper 1. History of Books and Libraries: The author gives us a clue about the contents of this paper by saying: "To include much of what is presently in the paper on library organization in addition to history of books." (The author should have qualified the word 'much' with proper details.) This in other words, means that the author of the Report finds only the topic 'history of books' missing from the contents of the existing paper 'Library Organization' and he wants that this topic should, therefore, also be added there. He does not seem to want any other modification in the contents of the existing paper 'Library Organization' excepting that instead of calling it 'Library Organization' it should be designated as 'History of Books and Libraries'. I personally feel that the existing title is much more comprehensive and relevant to the topics included in this paper than the title proposed in the Report. So far as the suggestion to add a new topic 'history of books' in this paper is concerned, it is doubtful if a detailed history will be of much value to the students of the B.Lib.Sc. course. This is a topic which should better be covered (with essential details only) in a paper dealing with 'Bibliography' rather than in 'Library Organization'. A detailed study of 'history of books' does involve sufficient amount of work to constitute it as a separate optional paper which should be considered as a possibility only when a structure of papers including required and optional papers for the B. Lib. Sc. course is finally decided upon. Or may be if the details of the topics are worked out carefully, it could lend itself for being an

optional paper in the M. Lib. Sc. course.

Papers 2 & 3. Library classification: Theory & Practice; Library Cataloguing: Theory and Practice: These two papers dealing with library techniques constitute 50 per cent of the total marks in the existing scheme of papers which according to the proposed scheme of papers would be reduced to 25 per cent only. Need for reducing the emphasis on techniques in the existing library science courses was discussed in detail in the recent 'Seminar on the Teaching of Library Science' as well. The main reason for the proposed change is due to the recognition of the fact that majority of the students, during the period of their training, usually develop an attitude as if there was nothing else in library science training excepting a detailed study of these techniques. In other words, 'means' tend to take the place of 'ends' for these trainees, as a result of which they are not found to be quite fit for different services rendered in a library.

The author of the Report suggests a way out to reduce this emphasis when he says, "Students should be required to do the same amount of work they presently do in classification and cataloguing courses on theory and that practical work should be regarded as an integral part of each course and should not receive extra credit. There are no separate papers for bibliography practice or reference practice; why give extra credit for the practical work involved in classification and cataloguing." This should mean that the topics already existing in our syllabus for Classification(Theory) and Cataloguing (Theory) should remain unchanged and that the practical work which students do for these topics should not be considered as separate papers. To support his argument the author gives examples of other papers like 'Bibliography' and 'Reference Service' where practical work is not evaluated in the form of separate papers. On the contrary, personally I feel that at the B. Lib. Sc.

level the existing emphasis on theory in these two papers should be reduced and a detailed study of the different theory topics in classification and cataloguing should be done at the M. Lib. Sc. level. The work involving practical classification and cataloguing should be done more systematically and the students should be made to handle not only titles but actual books also. In cataloguing, for example, after the students have been oriented towards the subject, a major portion of the theory is based on a knowledge of the rules as given in the different codes of cataloguing. One learns these rules by making use of them in actual practical cataloguing. Perhaps to some extent this is true in classification also. Therefore, it would be better if instead of making practicals as integral part of theory papers, the existing emphasis on theory be reduced by allotting 50 marks instead of 100 marks for each of these two theory papers and practical papers should continue as they are. The total marks for these two subjects would then be 300 and not 400 as is found in the existing scheme of papers.

One point which does not seem to be quite consistent with the approach of the author is regarding the titles he has suggested for these two papers. Following his argument to make practical work as integral part of theory as is done in 'Bibliography' and 'Reference Service' papers, why does he still want to add the words 'theory and practice' in the titles for these two papers? **Paper 4. General Bibliography:** The author wants to include 'physical bibliography', 'document bibliography' and 'book selection' in the scope of this paper. In the existing scheme of papers, Paper V 'Document Bibliography and Book Selection' covers almost these areas excepting 'physical bibliography'. The inclusion of 'physical bibliography' will make the scope of this paper too wide.

Paper 5. Reference Service: There is no

suggestion to change or modify the scope of the existing paper. The author has laid emphasis on the use of case-study method in the teaching of this paper which may be looked into. The use of this method may possibly yield better results in the teaching of certain other papers as well.

Paper 6. Library Organization and Administration: There is no suggestion to change or modify the scope of the existing paper 'Library Administration'. According to the author, "Much of the present syllabus in organization can be made a part of the proposed course in 'History of Books and Libraries', and the remaining sections can be integrated with the topics presented in the 'Administration' course". What these 'remaining sections' are is left to imagination. The need and advantages which should follow as a result of giving the new title to the existing paper on 'Library Administration' are not explained. Perhaps it will be better if the existing paper 'Library Administration' is designated as 'Library Management'.

Papers 7 & 8. Bibliography and Literature in the Humanities, Social Sciences, Natural Sciences (A choice of two out of three): This suggestion like a few others, is based on the 'Recommendations' of the 'Seminar on the Teaching of Library Science'. The purpose of these proposed papers is 'to complement the student's present knowledge and open new fields of interest to him'. This suggestion has taken into account the fact that in the existing system of library education most of the library science students continue to suffer from lack of general knowledge or awareness about different subjects and of bibliographical sources and it is expected that these papers would help rectify this weakness in the students. Such papers were introduced in our M.Lib.Sc. course in 1965. With the little experience gained by the Department during the last two years in the teaching of the 'Bibliography and Literature in Social Sciences'

(other two options have not been offered as yet), it is not quite definite still whether such papers, really help much in that direction. May be one reason for that is that we have yet to gain sufficient of experience in the teaching of such papers on proper lines. But even in the American universities where such papers have continued to be in existence for quite some time, it is doubtful if such papers really help very much in these directions. If I am not wrong, the usual criticism about such papers even in that country is that one has to look into and remember a large number of bibliographies and reference books in different subject areas and one tends to forget most of them as soon as one is out of touch with them. Personally, I feel that if covered on proper lines and also without putting *unnecessary* emphasis on memory work, these may bring the desired results and help make the B.Lib.Sc. programme a well-rounded programme. But what are those 'proper lines'? I think most of us have to work hard to find proper answers to this question and it is only then that we should actually decide to include these papers in our scheme of papers.

Field Experience

This is a point which certainly deserves proper attention of the library science departments. In the first instance, efforts should be made to develop the departmental library in such a manner that while it should be well stocked and well organized, it should at the same time serve as a 'laboratory' for the trainees. However, till such time the departmental library is developed, the University library should be used for this purpose. It is only after the library science students have been made well-acquainted with the work in one particular library—let us say, for example, the University library—that the practical experience in other libraries would give better results. Details of a programme involving practical experience must,

however, be chalked out carefully and has to be carried out in close collaboration with the librarians of libraries selected for this purpose. Certain points which need consideration in the planning of such a programme would be, viz., whether it should be within the period of training, or after that, its duration and so on.

B.Lib.Sc. (Hons.) Degree

The need for introducing such a course and the advantages which should therefore accrue from it have not been explained. It seems that, at the present stage of library development in the country, the introduction of such a course would not be of any particular advantage.

(ii) M.Lib.Sc. Course

For this course also the author has made various statements mostly based on the 'Recommendations' of the 'Seminar on the Teaching of Library Science'. To quote from the Report, "There should be a minimum number of required courses and a sufficient number of specialized courses available to make possible a high degree of specialization." But what are the possible courses which could be prescribed as the required courses? What does the author mean by the word 'minimum'? Unfortunately, one fails to find any specific answer to this question excepting that one comes across a statement which reads: "The paper on the Universe of Knowledge (paper I) could be combined with Paper VIII, the Sessional Project and given the following title: 'Seminar in Library Problems'. The new paper might be defined as one of the basic required courses—perhaps as the only one." These last words indicate that the author himself is not quite definite about the details of the proposed structure of the M.Lib.Sc. course which should, according to him, consist of a combination of the required and optional papers. It would have been better if the author had

taken the trouble of making concrete suggestions in this regard which could possibly be helpful in the process of revising the structure of papers in the M.Lib.Sc. course.

The suggestion to combine the existing paper I (Universe of Knowledge) and Paper VIII (Sessional Project) into a new paper 'Seminar in Library Problems' has been made without explaining the reason for doing the same. He should have also given the advantages which would possibly follow as a result of introducing the new paper as a substitute for the existing two Papers I and VIII.

The author suggests that the Department should explore the possibility of making arrangements with certain institutions (INSDOC, for example) and other Departments of the University which could possibly help the Department in the teaching of certain papers included in its programmes. This sounds to be a good suggestion but is based on the background of the author in the American system of university education. I am afraid I have certain misgivings about this suggestion, viz., whether it could actually be put into practice in the existing system of university education in this country and also whether it will really result into satisfactory results. However, the departments of library science should look into the details of this suggestion and then decide about its practicability and even its usefulness in Indian universities.

The last para in this section reads: "It is hoped that these suggestions will not be regarded as dogmatic expressions, but rather as invitation to explore, with an open mind, the numerous possibilities of basic curricular improvement", appears to be just a pious statement. The author could possibly have given concrete suggestions based on logical grounds which might have helped in improving the structure of courses being offered in the Department.

5. THE FACULTY

In this section are given the qualifications and certain other information of the members of the faculty of the Department, which according to the author have "good academic and professional qualifications in terms of university degrees". The serious deficiencies of the teachers of the Department (excluding the Head of the Department) are: (1) lack of good library experience and (2) unduly low research and publication activity. It is clear that extraordinary efforts need to be made to correct these faults if the Department aims to become in fact, the leading school in India". It is a bold statement which demands serious thinking by the teachers of the Department.

Teaching

This is comparatively a shorter though an important sub-section of the Report because it has something to say about the teaching methods. Quite a few points concerning the 'Practicals', use of case-method etc already mentioned in earlier sections have been repeated in this section as well. The first sentence in the section reads: "In the lecture sessions, teaching seems to be a one-way process; the lecturer may pause from time to time to ask or receive a question but there is little substantial discussion". This is an important statement and should be given serious thought by all of us engaged in the teaching of library science. Without any intention to underestimate the importance of this comment, I may add that the author has made this statement without analyzing the possible reasons for this one-way process in the class-room teaching. In an effort to find out the basic reasons for this one-way process, one has to look into the teaching methods generally followed in the graduate and post-graduate classes in the country as a whole and from where the library science departments draw students for their courses. The general trend in the teaching

of these graduate and post-graduate classes has been to impart education through class lectures which are supplemented by the students with 'notes' or 'guides' available easily in the market. One could get through these examinations with high percentage of marks without having ever participated in any discussion, debate etc. and majority of the students get through like that. Therefore, with such students, it is not always quite easy to make the teaching in library science classes to be a two-way process. However, the teachers of library science must make real efforts in this direction from the very start of the session and I hope gradually there will be chances for success. Another point which must be kept in the forefront is that the two-way process in teaching is possible only if the class consists of a smaller group. Tutorial classes consisting of 2-3 students will also be of help in this process.

Another comment by the author, who did attend some of the classes in the Department, that "with a few exceptions, class-room teaching appears to be unduly routine and dull" must be noted and every effort should be made to remedy it. Those of us who were fortunate enough to have attended classes conducted by Dr. Ranganathan can say with certainty that to a great extent the teacher can really do something in this regard. Perhaps the use of audio-visual aids in certain papers may be of some help in this matter. But still this is not always an easy job. Even in the library science classes in a country like the United States, one may find very often the class-room teaching (even of eminent teachers) dull and tiring. I, therefore, feel that library science teachers should meet periodically to discuss the various aspects of teaching so that it no longer tends to remain 'routine and dull'. Guidance from persons like Dr. Ranganathan and several others who have specialized in teaching techniques could be of much value in this matter.

6. STUDENTS

(i) Admissions

This section contains a descriptive account of the procedures being followed in the Department for admission to the B.Lib.Sc. and M.Lib.Sc. courses. In order to select students of better quality, the author has, among other things, suggested that the candidates should be required to qualify in an admission test and also appear for a personal interview before the admission is finalized. Such suggestions should receive proper attention of all of us.

Another point which demands proper attention in this context is how to attract better candidates, particularly those with background in natural sciences or social sciences, towards this profession. I am sure it is not an easy job. The provision of 'incentive scholarships' of enhanced value, and a wide publicity of the training programmes of the Department are suggested as possible devices in this direction. These devices, I am afraid, may not always bring *very* satisfactory results, as should be evident from the experience of the Department over a number of years in the past. Librarianship is yet to be recognized as a profession providing sufficient of allurement to the better quality students in India. I suppose, to a great extent it remains as a problem even in countries like the USA and UK where librarianship has been recognized as a profession with better prospects.

(ii) Examination

The author suggests for giving tests to students at the end of each term and for increasing the proportion of marks to be awarded for sessional work. The first part of this suggestion particularly presupposes that the Department could follow, if it so desired, the 'semester pattern' of education of the American universities. As the Department is governed by the general rules of the University of Delhi for purpose of examina-

tions, internal assessment etc., it may not be quite possible to introduce any such change until and unless it has been provided for by the University. We, therefore, have to wait for implementing any such suggestion till the time the University introduces necessary changes in its examination system

(iii) Student Activities

The author has given a few suggestions to make the Delhi University Library Science Students' Association (DULSA) a more active body. The statement that "its activities seem to be confined to a few teas and an occasional picnic" has not been based on the facts available in the files of the Association. The basis and purpose behind the suggestion at Serial No. 3 'Volunteer assistance on the book-mobiles of Delhi Public Library' should have been better explained. Certain other suggestions may be considered for being implemented.

7. LIBRARY FACILITIES AND SERVICES

This section contains a description of the existing condition of the Department's library and also gives a few suggestions in connection with its book collections, services, staff etc., on the usual lines. Efforts have already been initiated to develop this library into a research library. There is a definite need for an experienced professional librarian and also other non-professional staff who would help in the carrying out of the library development programme.

8. QUARTERS AND EQUIPMENT

Although the Department has, at present, sufficient of space for lecture rooms, teachers' rooms etc., space for its library is quite inadequate. At present the library science collection is lying scattered at three different places, i.e., the Department's premises, the tutorial library and the periodical section of the University Library. It would certainly be an

ideal situation if this scattered collection could be consolidated and housed within the premises of the Department. Adequate space to serve as reading area is another need of the Department.

The author has given a list of 13 items of equipment which should be acquired in co-operation with the University Library. Only those items which could be of real use in the Department should be considered for being acquired.

9. FINANCIAL STATUS

Some time ago the Department submitted a plan, containing a phased programme for its development during the next five years, to the University Grants Commission, which is still under consideration of the Commission. This plan, when approved, would further augment the resources of the Department and thus help in the expansion and development of its academic programmes. The Rockefeller Foundation Grant will continue to be of great value in the overall development of the Department.

CONCLUSION

As mentioned earlier also, this Report is a case-study and its contents should be of much interest to all of us in the profession. The author has tried to give a comprehensive account of the various aspects of the Department of Library Science of the University of Delhi for which he deserves praise and thanks from all of us in the Department. Various suggestions given in the different Sections of the Report, though very often lacking in relevant details, should however, be given due consideration.

No particular suggestion is found in the Report in connection with developing research programmes in the Department. Perhaps the author could provide certain guidelines in this matter.

Some of the issues arising out of the foregoing account, which could possibly be taken

up for further discussion at a small gathering may be mentioned as following:

- (i) Objectives of the library science courses.
- (ii) Structure of papers, with details of topics in each paper, for the B.Lib.Sc. and the M.Lib.Sc. courses.
- (iii) Duration of the library science courses.
- (iv) Teaching methods for different papers.

- (v) Facilities for teachers for field experience.
- (vi) Development of library science collections.
- (vii) Research facilities in library science departments.

Some of these issues came up for discussion at the 'Seminar on the Teaching of Library Science', Sept. 2-4, 1966 (University of Delhi) as well.



K. B. K. M. Asadullah

LEST WE FORGET—3

PIONEERS WHO ARE NO MORE (contd.)*

by
N. C. Chakravarty

K. M. ASADULLAH
(1890-1949)

Khalifa Muhammed Asadullah was born on 6th August, 1890 in Lahore. He was educated at Islamia School and College and graduated in 1913 from the Foreman Christian College, Lahore. He was appointed as the first graduate Librarian of the Government College Lahore on 16th November, 1913 on a pay of Rs. 50 p.m. In 1915 Asa Don Dickinson, a famous library expert from Pennsylvania University came to Lahore on being invited by the Panjab University. Appearance of Dickinson on the scene acted as a great impetus to Asadullah's desire to become a librarian in those days when librarianship in this country was rated as a very low professional occupation with little prospects, particularly for a young ambitious graduate with excellent qualities of head and heart that Asadullah possessed.

Dickinson, one of the early library experts from America was a person of great energy and vision. His assignment was to organise the Panjab University Library, which was of a modest size at that time. He took up his work with the University with great enthusiasm and foresight. Simultaneously he mooted a proposal to train young librarians in modern methods of librarianship not only with a view to carrying forward and sustaining the scientific management of the Panjab University Library that he initiated, but also to instituting a permanent programme of educating Indian librarians in modern methods of library work. From accounts

available we come to know that within a brief period of a year or so he classified and catalogued the entire collection of the Panjab University library, wrote a Primer of Librarianship for the benefit of the young enthusiastic students he attracted around him, and inspired these youngmen with pioneering zeal and love for the hitherto unrecognised profession of modern librarianship in this country. This event is a major event in the history of the modern Library Movement in India and Asadullah was, undoubtedly, its finest product.

Asadullah put his training to good account and soon his reputation as an excellent library organiser became known far and wide. In 1919 the M.A.O. College (which soon after developed into the Aligarh Muslim University in 1921) requisitioned his services to organise its growing library. He performed this work with commendable efficiency and speed on the lines of his illustrious teacher, Dickinson. In 1921 when the Government of India wanted an expert librarian to reorganise the Imperial Secretariat Library at Delhi (with a summer camp office at Simla), in an all-India selection the choice fell on Asadullah. As Librarian of the Imperial Secretariat Library he improved upon his own past records of unrivaled efficiency and organizing ability. When the post of the Librarian of the Imperial Library at Calcutta, the highest post of a librarian that librarianship in India can offer till today, fell vacant in 1929, the choice again fell on Asadullah. As usual he took up this

*This is the second instalment under the sub-heading, more will follow. The author desires to express his gratitude to those who have taken kindly to this work. (To be continued.)

appointment with great enthusiasm and served with distinction in this post till the partition of India in 1947, whereupon he opted for Pakistan and after attending to certain work (including library interest) entrusted to him by the new Government of Pakistan left India for Pakistan early in 1948. His departure from the scene in which he acted for over thirty years as the strongest stabilizing force, in a very real sense, marked the end of an era in the Library Movement in this sub-continent. He was a man of strong convictions and deep attachment. His involvement in the work of the Imperial Library and in the affairs of the Indian Library Association was too deep for any expression. It appears, only a few days before his death he wrote to the National Library, which he directed for nearly twenty years, for a copy of its latest annual report.

The inspiration and guidance that Asadullah got from Dickinson developed three distinct major traits in him. These found expression in the three different spheres of professional activities that he performed with great devotion and distinction: (1) his administrative acumen that found its full play in his stewardship of the premier library in the country which is now known as the National Library of India, (2) his ability to inspire and train selected youngmen in library work that admirably manifested itself in the excellent course of library education that he conducted from 1935 to 1944 at the Imperial Library, and (3) his great organizing ability that found expression in his work as organizer of library conferences and as Founder-Secretary of the Indian Library Association.

This author had the privilege of knowing Mr. Asadullah and seeing him from close quarters functioning as Librarian of the Imperial Library. His grasp of the situation in which he functioned used to be always complete and his handling of problems used to be marked by genuine mastery. Above

all, he always used to have such a dignified and upright personal bearing that wherever he went or whatever he did, he could always create confidence in the minds of all those he had to deal with. His sense of dignity, decency and righteousness used to surcharge any situation that he had been put to. It will be no exaggeration to record that taken all things together we have yet to get a library administrator and organizer of the calibre of Asadullah. On his death Shri Y. M. Mulay, Deputy Librarian of the National Library (now Librarian of the same Library) said, "The late Khan Bahadur was a great disciplinarian, both in his personal life as well as in his official duties. His sense of duty and discipline was of a high order. His conscientiousness in administration and habits of industry were remarkable and his behaviour had always been most upright. I always looked upon him as a very able librarian of a fine character. I believe many have experienced the influence of his shrewed and forthright mind. He never shrank from controversy and his views were strongly held and forcefully expressed".

As for Asadullah's work in conducting courses for education in librarianship, this author can recall as a student what an effective and wise teacher he was. The Diploma in Library Science course that he started in 1935 under the auspices of the Government of India was one of the earliest full-time major courses of instructions in library science in this country. In all 78 students passed out of this course in six batches from 1935 to 1944, and quite a few of them have made their mark in the domain of librarianship and Library Movement in India. Some of them have since retired, some are still to be found in different parts of the country engaged in important library work of diverse nature including administrative and teaching assignments in schools of library science. Unfortunately the great teacher did not live long to assess for himself and speak about

the performance of his pupils spread all over the country. It would be interesting if one could collect particulars regarding the contributions of the direct students of Asadullah, particularly their work for the advancement of the cause of Library Movement and education for librarianship in India

As for his life-long efforts to advance the cause of Library Movement and librarianship in India I would better quote what late Dr. G. T. Kale, another eminent librarian of India said on receipt of the sad news of his death at Lahore: "Khan Bahadur K. M. Asadullah, the ex-Librarian of the Imperial Library, Calcutta, who died on November 23, 1949 at the age of 59 years, was the most outstanding figure in the Indian Library Association. During the early period following his election as Honorary Secretary of the I. L. A. he soon took the reins of his office firmly in hand, as a true secretary should, and threw himself with such selfless devotion in the life and work of the Association that he became the fulcrum and focus of the entire work of the Association. It will be generally conceded that the period after the 30's was a critical time in the development of librarianship in India. Profound changes were taking place which brought about what we may regard as a libraries' revolution in this country. He steered the Library Movement wisely through difficult times and, thanks to his personal influence, brought status and recognition to the I. L. A. as an all-India body that it is today.

"He could render this signal service to the Association through a combination of sterling qualities and most progressive outlook. Some of these qualities were reflected in the correspondence I entertained with him in 1940 and 1941 before meeting him personally in 1942 at the All-India Library Conference in Bombay. One could see in him a born secretary and organizer, who knew how to use the right men in the right capacities. Himself a tireless and strict work-

ker, he radiated enthusiasm and discipline around him, and his assistants and colleagues worked zealously to reap the reward of his commendation. He did not seem to cultivate the goodwill of his colleagues by over-indulgence; indeed, it sometimes looked as if the reverse was the case; he knew when, where and how to encourage, or, if need be indeed, to be 'more candid than kind'. He trusted the essential sanity of men and enjoyed the confidence and support of his colleagues in all his endeavours to raise the cultural and intellectual standards and to widen the horizon. I am not alone in looking back to the All-India Library Conferences where he served as the guiding light and his name was synonymous with strength and stability. Otherwise, his life's main work lay entirely in practical librarianship and administration, and in that field he was supreme."

Asadullah received many honours for his devoted services of considerable merit. In 1929, he appeared in examinations conducted by the U. K. Library Association and was soon after admitted to the Fellowship of the Library Association (F.L.A.). In 1935 he was awarded the title of Khan Bahadur by the Government. He held the highest post of a librarian in this country and conducted himself always with dignity and decorum appropriate to his position. He won the heart and admiration of many librarians and men of learning and letters. Late Ratanchand Manchanda, Librarian, Hailey College, Lahore, wrote about him after attending the First All-India Library Conference at Calcutta in September 1933 as follows: "The last but not the least impression I have brought back from the Conference is my association with that enthusiast for the spread of the Library Movement in India, Mr. Asadullah, Librarian, Imperial Library, Calcutta. The success of the Conference was due to his perseverance and hard work spread over so many months.

Even if I suppose for a movement that I have gained nothing else at the Conference, my coming into touch with a sincere and devoted personality like Mr. Asadullah was one of the greatest experiences of my life."

A thoroughly pragmatic and disciplined approach without any flourish or efforts at exhibitionism marked all his expressions and deeds. He was an untiring man of action. He presided over many professional conferences and meetings in different parts of the country, delivered lectures, wrote articles and edited ILA Bulletin to propagate the gospel of the Library Movement in the Country. As a pioneer among modern librarians in India Asadullah shall always occupy a place of high esteem and great importance.

J. S. KUDALKAR
(1882-1921)

Janardhan S. Kudalkar was born in 1882 in a poor goldsmith family in Bombay. He lost his father soon after his birth. Events that followed proved as if the poor orphan was destined to grow up as a highly educated and cultured man in order to blaze the path of the Library Movement in India with his brilliant intellect and ability and then suddenly slip away at an early age of 39 years leaving generations of Indian librarians to mourn his loss. If Maharaja Sayaji Rao Gaekwad III is the father of Library Movement in India, if W. A. Borden is the maker of the first blueprint of this Movement, then Kudalkar is the first administrator, and a very able one as such, who gave life and content to the Movement.

Through unusual industry, perseverance and devotion to studies Kudalkar overcame the utter helpless and poor conditions of his childhood and pursued his education. All through he secured scholarships and stipends for his proficiencies and performance in schools and colleges. He passed M.A. examination of the Bombay University in

1905 and later also took the LL.B. degree of the same University. Soon after completion of his studies he was appointed Professor of Sanskrit of Dayanand Anglo-Vedic College at Lahore and served there until he was appointed Librarian in the Maharaja's Palace Library, which soon became the nerve centre of the State-wide Public Library System in Baroda.

The Gaekwad was a very shrewd administrator. It will be observed that before he invited Mr. Borden, the library expert from the U.S.A. in 1910 to draw up a blueprint of a State-wide system of Public Library Service, the first of its kind in India, he had chosen the proper local man who would, in fact, execute the programmes of Public Library Development to be chalked out by the foreign expert who was to be there only for a brief period. The sagacious ruler being himself born of a modest peasant family had an intense sympathy for the deserving among the humblest sections of the society. His noble sentiments and state policy in this regard are fully reflected in his many utterings one of which we quoted while portraying his profile in the preceding instalment in this series of articles. He scanned far and wide and picked up the poor goldsmith's talented son, then serving as a professor at Lahore, and brought him to Baroda as his Palace Librarian. Soon he realised that he had chosen the right man who would soon have to take sole charge of the great pioneering project that he had planned to launch as an integral part of his newly initiated educational programmes for the benefit of his people.

When Borden took over as the first Director of the State Department of Public Libraries, Baroda, the Gaekwad appointed Kudalkar as the former's principal assistant with the designation of Assistant Director. He knew what a wise planner and successful guide Borden was. It was the unique combination of a great patron like the

Gaekwad, a wise adviser like Borden and an exceptionally capable and devoted under-study like Kudalkar that laid the foundation of the Baroda Public Library System. Borden was convinced that the Gaekwad had the desire and the resources to support a State-wide public library system and Kudalkar had got the intellectual attainments and administrative acumen to translate into action the blueprint of a comprehensive system of modern Public Library Service that he could prepare and initiate preliminary action before he left this country. He was pleased to say before he left India after a brief stay of about three years, that he was leaving behind "staff of workers I have trained myself, who are entirely competent to carry on the Movement."

The Gaekwad was so pleased with the work of Kudalkar that he deputed the latter at considerable State expense to study on the spot the Public Library System in countries in Europe, America and Japan. "The selection is a very happy one for Mr. Kudalkar is gifted in a notable degree with all the qualifications which are essential in a man who is to be the head of the Central Library Department. The event is notable one in the annals of the Indian Libraries as this is the first time an Indian goes to foreign countries for such a purpose. We might with good reason cherish the hope that the event will serve the very useful purpose of bringing the extreme importance of the library profession into prominence." (Library Miscellany, May, 1913, p. 218.) Kudalkar set out on his study tour in 1913 and after making extensive study of the library system in different countries, particularly in the U.S.A., returned to Baroda in 1915 to take over as the worthy successor of Borden as Director of the Department of Libraries of the State. He took up his onerous assignment with great enthusiasm and promise. The Central Library at Baroda, the town and the village libraries, the mobile library

units, the in-service training courses for librarians, and all other programmes planned by Borden received his able handling. Borden also initiated publication of a quarterly journal, the very first of its kind in India to propagate the message of Library Movement in this country. The first issue of the journal under the title "Library Miscellany" came out in August, 1912. Kudalkar who was a person of considerable learning and experience as a writer became its Editor. He ably edited the journal that at once earned reputation as a first-rate library periodical. The issue of the journal published some months before his death was, unfortunately, the last issue of the first library journal in India. His writings on Tilakwada copper-plate inscriptions, the Jain Manuscript Bhandar at Sat Patan etc., bore the stamp of his erudition in oriental studies. He represented the Baroda State Government at the Oriental Conference held in 1919 at Poona and read a research paper there. He was an eminent Marathi Scholar and regularly contributed to periodicals in that language. In 1917, he read an excellent article on Juvenile Literature at the Ninth Marathi Library Conference held at Indore. The Maharaja also entrusted to him the work in connection with the compilation of the 'Gaekwad's Oriental Series' that started publication under his direction.

His fame as a library administrator and pioneer of the Library Movement spread all over the country. His advice used to be sought by all other Provinces and Princely States wherefrom batches of library enthusiasts started coming to Baroda for training under him. When the library workers in Andhra convened the First All-India Public Libraries Conference in Madras in 1919 the honour of presiding over that Conference rightly went to Kudalkar. A galaxy of great men like Messrs. B. N. Sharma, K. V. Rangaswamy Iyengar, C. Viyayaragava Iyengar, S. Kasturi Ranga Iyengar, T Prakasham, G. S. Arun-

dale, K. Nageshwara Rao Pantulu, C.P. Ramaswami Iyer, S. Sreenivasa Iyengar and others attended this Conference. Before a distinguished audience like this Kudalkar delivered an impressive Presidential speech covering references to our cultural heritage, value of books and libraries in the life of a nation, the need for propagation of the modern Library Movement for the cultural regeneration of this country, and various aspects of library work and library services. When as a sequel to this Conference the All-India Public Libraries Association was formed in 1920, Kudalkar was elected President of this Association towards formation of which his contribution was great indeed.

In 1921 a devastating influenza epidemic broke out in Baroda and, alas, Janardhan Kudalkar fell a victim after a brief but virulent attack. The cruel hand of death thus removed on the 13th March, 1921 the foremost organizer and devoted pioneer of the modern Library Movement that had just started gathering momentum at that time. When the Second Session of the All-India Public Library Conference was held in Coconada in 1923 under the presidency of Dr. M. R. Jayakar, the Conference deeply mourned the irreparable loss of Kudalkar, the most outstanding friend, philosopher and guide of the rising generation of librarians and promoters of the Library Movement.

**KUMAR MUNINDRA DEB RAI
MAHASAYA
(1873-1945)**

Munindra Deb was born in 1873 in a rich zamindar family reputed for its munificence and progressive outlook and better known as the Basberia Raj family in the township of Basberia in the district of Hoogly in Bengal (now West Bengal). The family residence is an imposing mansion looking like a palace surrounded by a well-laid

masonry culvert fed by the water of the Ganges flowing close by. Within the compound of the mansion the famous Hanseswari Temple and another Bengal-style old temple, as typified by the Mahabalipuram Rath associated with Draupadi, stand as a place of pilgrimage adding to the glory of the Raj family that maintains them.

Being the beneficiary of a very good upbringing and education the young Munindra Deb got interested in cultural and social service activities. He soon became acquainted with the Library Movement initiated by the Gaekwad of Baroda. This fired his imagination and began drawing him closer and closer to the Movement till he got fully absorbed in it. Since the very beginning of the second quarter of the current century when he founded the Hoogly District Library Association (1925) and served as its President till his death in 1945 he lived a life fully possessed with the thoughts of library development in this country.

He established an excellent public library in his home town with his family resources and began propagating the gospel of the Library Movement all around. As a Member of the Bengal Legislative Council he introduced a Library Bill in the Council in 1932. This was the first Library Bill ever brought before a Legislature in India. The same year he moved a cut motion in the Council to press for allocation of public funds for training of librarians. It was obvious that under the then prevailing conditions he had little chance of success. But that did not deter him to press forward to register popular support, though the authorities, for their own reasons, were apathetic to the Movement which became a suspect like any other progressive mass movement in this country. The sincerity and substance of Rai Mahasaya's purpose and efforts will be evident from the hollowness of the cryptic reply that the Education Secretary, Mr. A. R. Wilkinson, gave in the Council with

regard to his cut motion, referred to above, "I gather that he (Kumar Munindra Deb Rai Mahasaya) also wants Government to spend money on opening classes for the training of librarians. So far as I am aware, there is very little demand from the public for such classes, but the Imperial Library already does train librarians; and a certain amount of training is given in the training colleges for secondary school teachers. This, I am afraid, does not satisfy the requirements of Rai Mahasaya, but it is not a matter in which he can expect Government to anticipate the demand. One cannot help admiring Rai Mahasaya's enthusiasm for his subject and the persistence with which he tries to instil it into others." (Modern Librarian, Oct., 1932, p. 47).

Rai Mahasaya was a genuine crusader and, as such, he would not let go things because somebody in authority might scotch his ideas. Getting the Library Bill passed against Government opposition was beyond his reach in those days, but to initiate a course of library training, for which there was a real demand, though the official person indicated otherwise, could be tried by an enthusiast and resourceful man like him. Soon after, in June, 1933 he organized at his own expense the first library training class under the auspices of the Hoogly District Library Association at Basheria Public Library. For this work he enlisted the support of no less an authority than Mr. K. M. Asadullah, Librarian, Imperial Library, who volunteered his services as Hony. Supervisor of the Training Course. He also availed of the expert services of Mr. P. C. Bose, then a promising young graduate librarian (now Librarian and in-charge, Department of Library Science, Calcutta University) who had just completed his library training at Lahore and Baroda. This training course served as the precursor of the training course opened later under Rai Mahasaya's guidance by the Bengal Lib-

rary Association. The latter course still continues as one of the best Certificate Courses in Librarianship conducted by our Library Associations in various States today.

The All-Bengal Library Association came into being in December, 1925 with poet Tagore as President, Kumar Munindra Deb Rai Mahasaya as one of the Vice-Presidents and Susil Kumar Ghosh as Secretary. Within a few years it changed its name to 'Bangiya Granthalaya Parisad' and soon slipped into a state of inactivity. Munindra Deb revived the Association rechristening it as 'Bengal Library Association' in 1933 and ever since till his death in 1945 (with a brief recess of about 2 years) he was its President and prime motivating force. His transparent and pervasive sincerity, integrity and dedication besides enlisting the support of the eminent educationists and elites of Bengal soon attracted young enthusiastic and devoted co-workers like T. C. Dutta, S. K. Ghosh, Nihar Ranjan Ray, P. C. Bose, B. N. Banerjee and others. Within a brief period he could count among his young comrades quite a few qualified librarians who obtained highest training in librarianship in the U.K. and India. He began writing about library topics in periodicals. The Bengal Library Association issued two books in Bengali by him, on 'Libraries' and 'Libraries in India and Abroad'. His interest in the Movement gradually developed so much so that he whole-heartedly accepted promotion of the Movement as his life's mission.

Soon he became known all over the country for his devoted services to the cause of the Library Movement. The All-India Public Libraries Association at Bezwada elected him as a member on the Editorial Board of the Indian Library Journal. He went to Madras to participate in the proceedings of the All-India Public Library Conference held there in 1927. He invited the next session of the Conference and organised it at Calcutta in 1928. Soon he developed

lively contact with all key library personnel and promoters of the Library Movement in different parts of the country.

Mr. K. M. Asadullah became his close local friend and guide soon after he entered this field of work of love. He and Mr. Asadullah were the principal organizers of the First All-India Library Conference held in Calcutta in September, 1933. It was a very representative and successful Conference as a result of which the Indian Library Association was formed. Rai Mahasaya was elected as one of the Vice-Presidents of this National Library Association while Asadullah was elected as the Secretary.

In 1934 he was invited by the All-India Public Libraries Association, Bezwada, to preside over the All-India Public Library Conference at Madras. His presidential address and his performance on this occasion conclusively proved that he was a person of outstanding wisdom and ability among leaders of all-India standing in this field.

He attended the Second All-India Library Conference at Lucknow in April, 1935. Soon after this he proceeded abroad on invitation to represent Indian Library Association and All-India Public Libraries Association (Bezwada) at the Second International Congress of Libraries and Bibliography in Spain during 19-31 May, 1935. According to reports, "The only Indian representative Kumar Munindra Deb Rai Mahasaya M.L.C. was accorded a cordial welcome on the opening day and he was the first speaker to speak on the Library Movement in India which received high encomium from different quarters. The National Bibliothecas of Paris and Rome visited by the Kumar accorded him cordial reception. The Pope also gave him a special audience." (Modern Librarian, July, 1935, p. 152.) Rai Mahasaya toured extensively other European countries to observe and study the library systems operating there. He gave an excellent account of himself

abroad and on his return devoted himself to serve the cause of the Library Movement in this country with renewed vigour and dedication.

The Bihar Library Association, formed in 1936, convened the first Bihar Library Conference at Gaya in 1937. Rai Mahasaya presided over this Conference and advised the Association on their future programmes including a scheme of library development in the province that was under preparation at that time. Advantage of his mature counsel, selfless service and munificence in the cause of the Library Movement used to be availed of by promoters of the Movement all over the country.

In 1938 at an advanced age of 64 years Rai Mahasaya decided to visit Europe for the second time to study the library systems in countries there once again. This time he spent about six months in England, Ireland and countries in the Continent. Birmingham Gazette of 5th November, 1938 noticed his visit as follows: "All the way from India to study library methods in this country, has come Kumar Munindra Deb Rai Mahasaya, member of one of the most ancient families of Bengal and enlightened 64 years old Mayor of Bansberia.... First he had been to the Library Conference where he had given a lecture. He had gone on to Cambridge and Oxford where he had been shown over the libraries and admired them."

In 1944 Rai Mahasaya was in failing health. But on the 25th December that year he presented himself at Burdwan to preside over the Fourth Bengal Library Conference there in spite of the advice of his physicians to the contrary. Before he could rise to deliver his presidential address he collapsed and had to be removed from the dias. Thereafter his health broke down rapidly. Even when he was prostrate in his sick bed and was obviously losing in his struggle against the approaching end he used to hold meetings of the Executive Committee and Council

of the Bengal Library Association in his Calcutta residence in Rani Sankari Lane frequently and everybody knew that a visit to his house on any occasion on any account was sure to be rewarded with a warm reception and sumptuous treat of choicest delicacies in which Bengal Zamindars used to specialise. The Bengal Library Association planned to celebrate his 72nd birth anniversary in a befitting manner. But his illness stood in the way of such a celebration and ultimately in August 1945 the Association held a solemn function on this account in his residence where he lay seriously ill. A copper plate with inscriptions eulogising his noble deeds, services and sacrifices in the cause of the Library Movement was respectfully placed in his quivering hands by the Secretary of the Bengal Library Association in a sombre atmosphere of profound emotion and suppressed fears and tears of a select gathering of his lifelong co-workers and friends. Within three months after this, death crept in and he breathed his last on 20th November, 1945.

Among the non-professional promoters of the modern Library Movement in India Kumar Munindra Deb Rai Mahasaya will always be remembered with deep affection and admiration for his noble contributions.

**Gadicharla Harisarattam Rao
(1883-1960)**

Those who had the privilege of knowing Harisarvottama Rao will remember what an experience it used to be to meet him. He was like an active dynamo always in motion. His venerable pure khadi-clad robust physique in all its bearing at once gave an impression that there was a true representative of the poor common man of India. He looked very much like a working *kisan* with scant but scrupulously clean clothes. Throughout his long active life extending over a period of nearly six decades he did

one thing—he served his people and he served them so faithfully and so well. In All-India Library Conference he moved like an institution by himself. Yes, he was an institution and a unique one for that matter in library conferences, particularly towards the end of his life, as there were few among the participants who could claim even a fraction of the amount of sacrifices that he made for the cause of service to the nation through libraries and adult education.

He was born on October 14, 1883. He passed his high school final examination in 1900 from a school in Gutti, Distt. Kurnool and took his M.A. degree at the University of Madras in 1906. One can easily guess what an attractive career in government service he could have in those days with the highest university degree if had chosen for that. But he was cast for something very different.

The movement for *Swaraj*, initiated by the Indian National Congress, received a tremendous impetus right at the time when Sri Rao completed his formal education. Lord Curzon's plan of the partition of Bengal in 1905 provided the spark for blazing the trail of an intensive nation-wide movement for liberation from the British rule. The gems of public men, scholars and orators threw themselves in the forefront of the movement. Sri Rao soon came into contract with a great scholar and, perhaps, the greatest orator in India of the time, Sri Bepin Chandra Pal and fell completely under his spell. It is worth recording here that Sri Pal was not only a great historian, patriot and orator, he was also a great librarian being the Librarian of the Culcutta Public Library from 1890 to 1900. This was a significant coincidence indeed. Maybe, Sri Rao's lifelong association thereafter with libraries and adult education had something to do with this contact with one among our eminent and seniormost pioneers in library profession.

Sri Rao began taking active part in the freedom movement from 1906. The same year he established an association, christened as Vignana Chandrika Mandali with the object of sponsoring and publishing good literature in the mother tongue of the people, Telugu. He was essentially a worker and not a preceptor. So he took upon himself to prepare the first book to be published by the association. The first publication was an excellent translation in Telugu of a standard work on the life of the great hero of the American Library Movement, Abraham Lincoln. The translation was, of course, done entirely by Sri Rao himself. Later under his inspired leadership the association published quite a few more books, some of which are till today considered as classics in Telugu literature. Simultaneously, Sri Rao became the Editor of 'Swarajya' (Telugu weekly edition) in 1907. His vigorous participation in many kinds of nation-building activities and forceful writings propagating the freedom movement and spread of education could no longer be tolerated by the alien government of the time. In 1908 he was sentenced to imprisonment on a charge of sedition and was kept behind the bar for three years. The Madras Government carried its vengeance against him quite far. To block his way to earning his livelihood by taking up a job of a teacher, the Government issued an order prohibiting his appointment in any school in the province. This prohibitory order remained in force till it was rescinded by the first National Congress Government that assumed power in the province in 1937.

In 1914 he became the first Editor of the daily Telugu edition of 'Andhra Patrika' and served for about three years in that capacity. In 1917 he was chosen as the Secretary of the Andhra Home Rule League. From 1927 to 30 he served as a Member of the Madras Legislative Council. He was also elected as a member of the Andhra University

Senate for some years during this period. The National Government in Madras appointed him Honorary Director and Organiser, Adult Education, Madras in 1937. During the same period he also became Vice-President of the South Indian Adult Education Association, and Editor of 'South Indian Adult Education Review'. From this time onwards till his death in 1960 he devoted himself fully to adult education and library movement work. He took over as Editor of 'Grandhalaya Sarwaswamu' and as President of the Andhra Desa Grandhalaya Sangha (now known as Andhra Pradesh Library Association) and the latter position he held with unique distinction and dedication till his death. In-between he held many responsible position and rendered valuable services the field of his life's mission.

In 1946, his 60th birthday ceremony, sponsored by the Andhra Desa Library Association, was celebrated with great enthusiasm. The same year he was made President of the Granthalaya Trust and when the Trust constructed a fine building to house the Andhra Desa Library Association and allied organisations, it was formally declared open in 1949 being named after him as 'Sarvottama Bhavanam'. In 1953, he directed an All-India Adult Education Seminar at Bikram in Bihar. In 1955, he participated as a delegate in the deliberations of the UNESCO Seminar on Development of Public Libraries in Asia, held in Delhi.

It is common knowledge that the Andhra Pradesh Library Association is not only the first library association in India but also that its long records of service stand foremost in quality and quantity in the annals of our Library Movement. Sri Harisarvottama Rao was associated with the Movement in Andhra from its very inception. He was essentially a selfless worker who shunned the lime-light and dealt with men and affairs in a straightforward manner. His educational attainments and literary merit were of an

order that had he chosen the normal life of a careerist, educationist or journalist, possibly no position in these lines could be beyond his reach. But we have mentioned more than once that he chose to be a servant of the society and a nationalist at grave personal risk and loss of career prospects. His chosen field of work was education of the masses and, in Andhra the Library Association has always stuck to programmes of adult education through libraries. In fact in its extent and intensity this activity of the Andhra Pradesh Library Association has occupied a predominant place since the Association's establishment in 1914. The influence of the late Harisarvottama Rao in this regard has always been considerable. The approach has a great relevance to conditions in our rural areas and it is the claim of the rural areas on our library services that always attracted the attention of Sri Rao whom we remember today with gratitude and reverence as a true representative of the village India which forms the heart of India.

Sri Harisarvottama Rao was Vice-President of the Indian Library Association for some years. In 1953 he invited the All-India Library Conference held at Hyderabad. That was the last All-India Library Conference that he attended. He is no more with us but his inspiring examples and benign influence will always weigh with us in all our programmes for public library development.

S. C. GUHA THAKURTA
(1888-1960)

Satisa Chandra Guha Thakurta hailed from the famous Guha Thakurta family of Barisal in East Bengal. More often than not he would renounce the second part of his family name and, was generally known as S.C. Guha. In practical life the spirit of renunciation and devotion to the cause of

learning carried to a point of self-effacement made him what he was, and this trait of his character was responsible for his not being able to make much headway even with the very novel and brilliant ideas and projects that he launched. It was he who prepared and got published in 1932 the first major Indian scheme of library classification designed to meet the needs of subjects from Indian or oriental point of view. Again, it was he who conceived the idea of preparing the first Indian journal devoted to 'Bibliography and Index to Periodical Literature' and launched such an ambitious project in 1936. His intellect and ambition reached great height, his desire to serve was unbounded, his training was primarily in sacrifice and self-effacement. His means were extremely limited and his capacity to muster resources was still more inconsequential. All these factors are responsible for the fact that few of the younger generation have heard of him as an outstanding pioneer among our modern librarians. This also explains the fact that few took notice of his demise in 1960. Two obituary notes (one by Late Sushil Kumar Ghosh, the founder-Secretary of the Bengal Library Association and the other by this author) published in *Granthagar* (library journal in Bengali issued by the Bengal Library Association. Vol. 10 Nos. 4 & 10, 1960-61) were, perhaps, all the notice that Indian librarianship took of the loss of a librarian of considerable merit.

Satisa Chandra belonged to a family, place and time which easily made available to him direct contact with distinguished patriots and men of learning like, Surendra Nath Banerjee, Bepin Chandra Pal, Deshbandhu C.R. Das and others. He took to the use of Khadi that he donned till his death. He was a quiet, soft-spoken person of retiring temperament and frail physique. But his desire to serve, his intellectual capacity and devotion to pursuits of learning knew no bounds. He would easily stake all the

little he possessed and on many occasions lost everything including his own health and happiness. But he never gave in. This author vividly remembers the last meeting he had with Satisa Babu in Allahabad University Library premises in 1956. He looked so lean, drooping and distressed. But soon after finishing the preliminary formalities we started talking about the library world. He warmed up, a spark flashed in his dim eyes and he made an effort to straighten himself up. Hurriedly he took out a bunch of old papers from the small bag that he was carrying with him. I caught a glimpse of Satisa Babu, the learned author of the 'Prachya-Vargikarana Padhati' (Oriental Scheme of Classification) and the indomitable or rather the desperately idealistic Editor of 'Indian', the first journal of Bibliography and Index to Indian Periodicals. Well, the feeling could but be mixed—it was a gaze on my part and, alas, the last one for that matter, on a heavily clouded setting sun in the horizon of my own profession that could not sustain such a brilliant and absolutely spotless luminary.

When the 'Indiana' first came out in 1936 Mahamahopadhyaya Dr. Ganganath Jha who knew its dedicated Editor so well remarked, "The work will supply a real want The work will involve much labour and more cost. As regards labour I feel sure Sri Satisa Chandra Guha, with his immense enthusiasm, will be able to do all that is needed. But as regards cost I am not very hopeful, for our people are not very ready to help scholarly literary undertakings." The great journalist, Sri Ramanada Chatterjee, Editor of 'modern Review', wrote, "Periodicals, and even newspapers, contain much intellectual wealth which may never be collected in the form of books. It is only a bibliographical periodical which can make them available to students. Sri Satisa Chandra Guha of Banaras has undertaken this task in the form of his monthly 'Indiana'. It is

literally a selfless task." Many of the eminent scholars in India, particularly those dealing with Indian history and culture, personally knew Sri Guha. They had profound sympathy for him and for his cause. In 1953 when Sri Guha was in great distress in not being able to continue publication of 'Indiana' eleven professors of the Allahabad University, supported by the Indian P.E.N., issued an appeal, part of which read as follows :

"Sri Guha who has had a wide experience in library work, in Banaras University, Darbhanga Raj, Santiniketan, Swaraj Bhavan Congress Library (Allahabad), continued to work without any financial assistance, and brought out 12 parts of 'Indiana' between 1936 and 1950. Since 1950, even with the best of efforts, Sri Guha has not been able to bring out any further copies of this valuable journal. We feel that the necessity for such a journal is greater today. Hundreds of research workers, in the various universities and outside will find such a journal to be a boon. We hope that the Ministries of Education, Central and State Governments, will come to Sri Guha's help and revive 'Indiana'. For, after all such a venture should be encouraged under all conditions, and especially today, when we are independent and are trying to build up traditions of scholarship and research."

As stated earlier Sri Guha was a man of high idealism and enthusiasm. His devotion to scholarship had drawn him to library and bibliographical work. His training in service to the nation made him completely oblivious of any career prospects and personal gains. That explains how he ruined himself in the pursuit of lofty ideas that proved beyond his reach. But in the idea plane his projects were quite in order except for the fact that they were much ahead of time. He made a big plan for bibliographical work on a grand scale at the national level, established a Bibliographical Association

(Panji-Parishat) under the presidentship of Dr. Gopinath Kaviraja, M.A., D.Litt., Principal Sanskrit College, Banaras and started publication of 'Indiana' single-handed. He lost everything in the pursuit of his plans which were, indeed, too early to get support. Till today we have not been able to bring under bibliographical control periodical literature produced in India. Projects, like the Indian Science Abstract, recently taken up by the INSDOC, are only partial answers to a multi-faceted problem which Sri Guha undertook to solve 32 years ago. He was a great pioneer in this field. He died dreaming and making supreme efforts to realise his dreams.

'Prachya-Vargikarana Padhati' or a scheme of library classification for oriental subjects, was the other major work done by Sri Guha. The full scheme was published in Volume IX of the Prince of Wales Sarasvati-Bhavana Studies edited by Dr. Gopinath Kaviraja, Government Press, Allahabad, 1934, 234p. Rs. 5. The outlines of this scheme can be found in an excellent article by Sri Guha, published in a volume of 'Studies in Indology' presented to Prof. P.V. Kane, M.A., L.L.M. on his 61st birthday in 1941. This volume was edited by Dr. S.M. Katre and Sri P.K. Gode and was issued as Publication No. 75 in the Poona Oriental Series. This is no occasion to discuss the scheme. Experts on Indology may examine this with reference to classification in libraries specializing in such subjects. Dr. Gopinath Kaviraja in his introductory note in the Sarasvati-Bhavan Studies Volume IX recorded, "The following paper by Satischandra Guha, the late Librarian of the Raj Library, Darbhanga deals with the interesting questions of Library Classification in so far as Indian and Oriental Libraries are concerned. The elaborate scheme of Mr. Guha keeps in view the special requirements of Oriental Libraries and is likely to prove generally useful with necessary

modifications. It is at all events worthy of special consideration by scholars interested in the subject and competent to pronounce an opinion and make useful suggestions for improvement."

Shri Guha was a genuine scholar. He knew four languages (Sanskrit, Bengali, English and Hindi) and wielded a facile pen in three of them (English, Bengali and Hindi). He was elected a Member of the Editorial Board of the Indian Library Journal, issued by the Indian Public Library Association from Bezwada. In 1928 the All-India Public Library Conference was held in Calcutta. In consideration of the views expressed in the Conference that the western systems of library classification did not meet the needs of Indian libraries with reference to Indological subjects a committee of experts comprising Sarvashri S.C. Guha, S.R. Ranganathan, Prabhat Kr. Mukherjee and others were appointed to examine the problem and advise in the matter. Satisa Babu and Dr. Ranganathan produced independently their own systems—Prachya-Vargikarana Padhati and the Colon Classification, soon after this.

One can say volumes about this noble soul who lived an inspired life of complete dedication to selfless service to the motherland. His contributions have never been collected. Late Susil Kumar Ghosh in his obituary note, referred to above, appealed for collection of Satisa Babu's published and unpublished works. We pay our respectful homage to the memory of this great librarian who did pioneering professional work of immense value.

K. V. KRISHNASWAMI AYYAR
(1883-1965)

The fifth Session of the All-India Public Library Conference was held at Madras in December, 1927. Late K.V. Krishnaswami a renowned lawyer and respected

citizen of Madras served as the Chairman of the Reception Committee. The Conference through deliberations and book exhibitions, etc. proved a success and it kindled great interest in the mind of Mr. Ayyar who was a public man of great ability and energy. He lost no time to seize the idea mooted in the Conference that Madras should have a Library Association of its own. He enlisted the support of all eminent persons in public life in the city and formed the Madras Library Association in January, 1928. He was unanimously elected President of the Association and this position he held with abundant grace and distinction till 1958 when his failing health obliged him to relinquish it. But the Association in gratitude for his invaluable services to the cause of the Library Movement in Madras elected him 'President Emeritus' for the rest of his life that came to its end in December, 1965 at the age of 82 years.

Mr. Ayyar was an eminent person of education and imagination. Soon after the formation of the Association he took up compilation of a motley collection of essays in five languages (English, Tamil, Telugu, Canarese and Malayalam) used in the then composite Province of Madras. The opening essay in the compilation, 'The Library Movement' was by Dr. Rabindra Nath Tagore and other contributors were eminent men like, S. Satyamurti, Pattabhi Sitaramayya, C.P. Ramaswami Ayyar, Dr. S. Radhakrishnan & others. Mr. Ayyar himself contributed as many as four essays in the English Section of the collection. Viscount Goschen of Hankhurst, the then Governor of Madras sent a message for inclusion in the collection. Remarks of Rt. Honorable V.S. Srinivasa Sastri in his foreword to the collection as quoted below will show what stuff Mr. Ayyar was made of :

"As an ardent well-wisher of the new means of national uplift, I cannot forbear to note in conclusion one good omen.

The Movement in Madras has been taken up in earnest by one of our most energetic and zealous workers, Mr. K.V. Krishnaswami Ayyar, unlike other public workers, begins his career as a servant of the community, with a good record of useful activity. To dare to narrow one's range, to define one's aims precisely, and to labour persistently till results are achieved, are virtues of public life of which he possesses an uncommon share".

Few could aspire for such encomium from a person of the reputation and standing of the Rt. Hon. Srinivasa Sastri. Mr. Ayyar provided conclusive proof of his qualities of head and heart right from the moment he took up the case of Library Movement.

As a compilation of essays by diverse hands on various aspects of our modern library work and management, 'The Library Movement', issued by the Madras Library Association in 1929 so soon after its establishment in 1928, will always remain as a classic on the subject. We can have a glimpse of the extent to which Mr. Ayyar was knowledgeable and pragmatic in this field of his activity from the following extracts taken out of one of his articles (The Scope of the Library Movement) in the compilation :

"By way of precedent we may refer to the movement in Russia. In that vast country as in ours, the percentage of the literate population about twelve years ago was quite as small. But through the influence of the Library Movement, carried on along suitable lines, the bulk of the peasant population has, in one decade, been taught to read and write and rendered fit to benefit by the rural library service.

The Library Movement in Madras will, therefore, comprise three heads of work. The first, and I would give importance to it, is the work with the masses, the illiterate, uneducated adult population, which should at least be informed, if not educated. The second line of work will be with those that

know to read and write but have had no education in the real sense. They have just learnt enough to begin their education and they must be made to think and educate themselves, or at least be prevented from lapsing into illiteracy. The third branch of the programme will relate to the educated classes. These again do require an impetus of the kind that the Library Movement can give, to make them take to books. The first two lines of work are concerned primarily with the South Indian languages, while the third will necessarily cover the entire literature of the world".

Mr. Ayyar for his valuable services, particularly for his work as President of the Madras Library Association, was loved and respected by the people. The Government conferred on him the title of 'Rao Bahadur'. In 1953 the Madras Library Association observed its Silver Jubilee celebrations. The then Chief Minister of the State, Sjt. C. Rajagopalachari presided over the public

meeting held on April 4, 1953 and presented to Shri K.V. Krishnaswami Ayyar on behalf of the Association and the people souvenirs and Addresses for his outstanding services to the cause of the Library Movement in the State.

On Mr. Ayyar's demise on December 24, 1965 Dr. S.R. Ranganathan, a life-long co-worker of the former in the Madras Library Association, in an obituary note paid warm tributes to the memory of the deceased (vide Herald of Library Science. 5(1). January, 1966 pp. 77-79).

Late K.V.K. Ayyar a person of outstanding ability and dignity was a non-professional promoter of the Library Movement in this country. His pioneering work for over three decades, marked by his uncommon devotion and sagacity, will ever provide shinning examples for future workers in this field. We shall cherish his memory with all respect and admiration.

LIBRARIAN TO LIBRARIAN

FIRST SEMINAR OF UNIVERSITY LIBRARIANS IN INDIA

by
U. C. Tandon

It was for the first time in the annals of Indian librarianship that the university librarians in India were provided a common platform in the shape of a National Seminar to take stock of their situation, review the progress made by the university libraries in the country and devise ways and means to accelerate their progress. The Seminar was sponsored jointly by the University of Rajasthan and the University Grants Commission. The idea of organizing the Seminar was enthusiastically initiated and was forwarded to the UGC for sanction by Dr. M. S. Mehta when he was the Vice-Chancellor of the University of Rajasthan. It was earnestly followed up by Prof. M. V. Mathur, his worthy successor. The UGC on its part, approved of the idea and sanctioned a substantial grant to hold the Seminar. Thus this worthy idea fructified and the Seminar was held at the Rajasthan University, Jaipur, from 16th to 19th November, 1967.

The specific objectives of the Seminar were enunciated as follows:

1. To survey the academic library scene in the country as it exists today;
2. To consider ways and means whereby the progress of University libraries could be accelerated;
3. To study in that context the recommendations on academic libraries made by the Radhakrishnan and Kothari Commissions on Education;
4. To devise means and methods of increasing cooperation and coordination amongst the university libraries in the country;
5. To consider ways and means whereby consequent to devaluation of the rupee,

limited funds at our disposal could be made to go the longest possible way;

6. To devise ways and means whereby university libraries could enable the libraries of colleges and other academic institutions to render better service to their clientele; and
7. To consider ways and means whereby the academic libraries in the country could endeavour to serve the community at large, specially that part of it that has gone out of the portals of universities so long as a proper and adequate public library system was not set up in the country.

Twenty-eight delegates from university libraries and the libraries of the institutions deemed as universities in India actively participated. There were nine other experts directly connected with academic library affairs who too participated in the discussions. Besides, seven academic librarians from abroad too flew into the 'pink city' of Jaipur to take part in the deliberations of the Seminar. They were Prof. Carl White (Ford Foundation Expert whose recent report on the Delhi University Library is so well-known), Mr. and Mrs. Russell of the Rochester University, Mr. John Crawford of the Library of Congress, Mr. W. W. Bennett of the USIS, Mr. J. B. Ferguson of the British Council, and Mr. Robert Cain of the Indian Institute of Technology, Kanpur. The total attendance at the Seminar exceeded fifty. Shri N. N. Gidwani, Director of Libraries, University of Rajasthan, convener, played the role of the host librarian. Commenting about the Seminar Prof. John R. Russell stated, "I feel that you have accom-

plished a great deal at this Seminar more than what I have seen accomplished in any similar conference that I have attended in my nearly 40 years of library work."

After registrations, introductions and formation of groups and committees, the Seminar was inaugurated on 16th November, 1966 at the University Guest House at 10.00 a.m. by Hon'ble Shri Ram Niwas Mirdha, the then Speaker of the Rajasthan Legislative Assembly. There were about 200 persons present on the occasion.

Introducing the Seminar, Shri N. N. Gidwani briefly described the background and the objectives of the Seminar. He also mentioned how the Rajasthan University Library had developed during the last fifteen years. Three relevant publications too were released on this occasion.

Speaking on the occasion, Prof. M. V. Mathur, the Vice-Chancellor, hoped that the university librarians in their meetings would discuss not merely their professional problems which probably they did each year in their annual conferences but they would also be seized of the problems which they faced as university librarians. The Vice-Chancellor added that it was very necessary that the students be given a fair opportunity of utilising greater library services and better reading-room service and if we were not able to provide these things, we should not try to increase the number of institutions at the same time. He commended by affirming, "I regard the university librarian as one person who represents the summation of the intellectual picture of the university.... As such he represents the full intellectual tone of the university."

Hon'ble Shri R. N. Mirdha in his inaugural speech said that the Seminar would have done a signal service if it could suggest

ways and means whereby the librarians could help in the achievement of the national objectives of university education. The speaker remarked that one of the reasons for the low standard of education these days was the paucity of good libraries and inadequate use even of the existing ones. He wished the Seminar to devote much of its time in finding methods of making the best use of whatever resources were available to the universities. Shri Mirdha suggested free exchange of books and materials between the various university libraries in a state or a region. To him the most important problem was how best to make use of their limited resources. He added, "I am sure that the great amount of intelligence and expertise that is gathered here today would surely be able to find some answers to this."

Proposing a vote of thanks, Prof. Satish Chandra of University Department of History said, "I might say, as the librarianship becomes more professionalised—as it is bound to be in an era of specialisation—there is some danger of looking upon it as a profession, and not as a visible link between the academic life on the one hand and the public on the other." Prof. Chandra hoped that this was one of the problems that would receive the careful consideration, and ways and means by which such a gap, if such a gap existd, could be got rid of, would be suggested by the Seminar.

The first regular session of the Seminar started immediately after the tea-break. This session was chaired by one of the senior-most librarians, Prof. D. N. Marshall of the Bombay University. The topic on the agenda was the role of library in a university.

There were in all nine such plenary sessions. These sessions were piloted as follows:

<i>Date</i>	<i>Session No</i>	<i>Chairman</i>	<i>Rapporteur</i>
16 11 66	I	Prof D N. Marshall (Bombay)	Prof K.S. Deshpande (Mysore) <i>(contd.)</i>

<i>Date</i>	<i>Session No.</i>	<i>Chairman</i>	<i>Rapporteur</i>
—do—	II	Shri P.N. Kaula (Varanasi)	Shri R.S. Saxena (Roorkee)
17.11.66	III	Dr. J.S. Sharma (Chandigarh)	Shri H.C. Mehta (Baroda)
—do—	IV	Prof. Carl M. White (Ford Foundation)	Shri B.C. Jakati (Kolhapur)
—do—	V	Dr. B.K. Datta (Shantiniketan)	Shri B.I. Trivedi (Bombay)
18.11.66	VI	Mr. W.W. Bennett (Delhi)	Syed M. Ali (Aligarh)
—do—	VII	Dr. M.S. Mehta (Udaipur)	Dr. M. B. Vajifdar (Bombay)
—do—	VIII	Shri S.P. Phadnis (Delhi)	Shri N.K. Goil (Delhi)
19.11.66	IX	Shri Girja Kumar (Delhi)	Shri N.N. Gidwani (Jaipur)

In all thirty-nine papers were read and about hundred points debated in these sessions.

A committee for drafting and finalising the recommendations of the Seminar was constituted of the following persons:

1. Dr. B. V. Raghavendra Rao.
2. Dr. J. S. Sharma.
3. Prof. K. S. Deshpande.
4. Shri N. N. Gidwani.

The conclusions of the Seminar have been cast in the form of thirty resolutions. These have been brought out as 'Recommendations of the Seminar of University Librarians'. These are intended not for the members of the Seminar or the heads of University Libraries alone, but for all those whose responsibilities for higher education in India entitle them to participate in shaping the future university library policy. These recommendations are reproduced at the end of this article.

Apart from the academic side of the Seminar, the participants enjoyed quite a few social gatherings during the four-day stay.

The delegates were given a reception on 16th November in the evening by Prof.

M. V. Mathur, Vice-Chancellor of the University, on the lawns of his bungalow.

The next evening the members of the staff of the Rajasthan University Library had the privilege to receive the delegates over a cup of tea, on the roof garden of the University Library from where the campus and the distant vistas of the 'pink city' looked like a dreamland.

On Friday, the 18th, the participants visited the Information Centre and the century-old Maharaja's Public Library. After having a glance of the Centre, the participants crossed the road to reach the Hind Hotel on whose terrace the Rajasthan State Library Association welcomed them.

On the last day of the Seminar a bus took all the delegates to 'Amber', the old historic capital on the outskirt of Jaipur city. On their way back, the delegates stopped at the City Palace (Tripolia) to visit the Maharaja's Museum. Kunwar Sangram Singh, the Director of the Museum took them around and also threw a reception in their honour.

The concluding session on 19th Nov., was chaired by Prof. M. V. Mathur, the Vice-Chancellor. Dr. B. V. Raghavendra

Rao summed up the outcome of the deliberations of the Seminar. Speaking from the chair prof. M. V. Mathur told that a library could become a very important focal point in emphasising both our national and regional heritage. He added that we had not given much attention to it in our total educational endeavour because we had tried to get what is best in the British or American set-ups. The Vice-Chancellor opined that all the university libraries in a state should have all the publications which their state issued and they should also be depository of the Government of India publications. In his opinion, libraries could exert a very strong influence in promoting national integration. Prof. Mathur suggested a very close collaboration between teachers and the library for book selection. "I feel extremely happy that this Seminar has brought together so many people with great experience and great knowledge and that their crystallised thinking would be known to others also who have not been able to come and on the basis of these propositions some action would be taken by the universities and the UGC."

To put on record and to let others who could not participate personally know of the deliberations of the Seminar the Rajasthan University Library has published the proceedings of the Seminar in four volumes. The proceedings have been edited by Shri N. N. Gidwani, Director of University Libraries. The 'Proceedings' is a comprehensive publication on the Seminar covering its entire spectrum. The subjects covered make of the 'proceedings' a much more useful publication than a mere vehicle for the narration of the deliberations. It has material that is relevant to the university libraries throughout the country and is a welcome addition to the existing literature on the subject.

Volume I of the publication records the proceedings of the inaugural and concluding sessions and the recommendations of the Seminar. Volume II carries papers read at the Seminar (Plenary Sessions One to Four). Volume III contains papers read at Plenary Sessions Five to Eight and the final Volume IV gives brief summaries of the discussions held at all the nine Plenary Sessions.

In all, these four volumes contain 500 mimeographed sheets and the whole set is priced at Rs. 25 only.

When the Vice-Chancellor had concluded, some of the eminent participants made observations to appreciate the manner in which the whole Seminar was conducted. Dr. J.S. Sharma hoped that more such Seminars would be organized in future. Dr. S. Jha of Sanskrit University, Varanasi, advocated for academic attainments apart from professional training for a university librarian. Regarding the status of the librarian he went as far as to suggest the status of the Vice-Chancellor if necessary improvement in our system of higher education was to be brought about.

The vote of thanks was proposed by Shri N. N. Gidwani, the host librarian, before the Seminar was wound up. He generously expressed his feeling of gratitude to all—from the Vice-Chancellor to the gardeners of the University—who in some way or the other helped him to make the Seminar a success. Shri Gidwani did not forget to thank even the weather gods who had been so kind all along to keep all the delegates in good humour during the course of their four days' stay in the 'pink city' of Jaipur.

On the whole it was a highly rewarding effort which will be deemed as a milestone in the history of academic librarianship in our country.

RECOMMENDATIONS OF THE SEMINAR OF UNIVERSITY LIBRARIANS

Held at
RAJASTHAN UNIVERSITY, JAIPUR

From 16th to 19th November, 1966

PREAMBLE

The Report of the Education Commission of 1964-66 emphasizes the importance of university libraries and envisages that each university would develop a library programme commensurate with its needs. The recommendations which follow draw on the practical experience and mature professional judgement of most of the nation's senior university librarians. They united in preparing working papers in advance and, for four days, November 16-19 deliberated on issues raised in these papers. This is the record of the Seminar. It is intended not for members of the Seminar or the heads of university libraries alone, but for all those whose responsibilities for higher education in India entitle them to participate in shaping the future university library policy.

RECOMMENDATIONS

I. Government of the Library

1. The practice prevailing in certain uni-

versities of appointing Professors as Honorary Librarians be abolished.

University Librarian:

2. The university librarian—
 - (a) be given statutory recognition,
 - (b) be directly responsible to the Vice-chancellor of the university,
 - (c) be an *ex-officio* member of all academic bodies,
 - (d) be the Member-Secretary of the Library Committee which will function only in an advisory capacity, and
 - (e) be accorded the status and privileges of a university teacher and the head of a university post-graduate department.

Library Staff:

3. The designation of the various cadres of the library staff be rationalized as under:

	<i>Designation</i>	<i>Equivalent Status</i>
Group I	Librarian	Professor
	Deputy Librarian	Reader
	Sr. Asstt. Librarian	Lecturer
	Jr. Asstt. Librarian	Senior Research Assistant
	Sr. Library Assistant	Junior Research Assistant
	Jr. Library Assistant	UDC
	Assistant	LDC
Group III	The remaining supporting staff be designated as stenographers, typists, accounts clerks, skilled helpers, peons, etc	

4. The UGC scales of pay for the library staff be implemented by all universities.
5. The UGC may not make financial grants to libraries of such universities as do not implement the Commission's scales of pay to the library staff.
6. The professional staff of the library be accorded the status and privileges of the corresponding cadres of the teaching faculty.

II. Administration

7. Up to ten per cent of the university budget be set apart for the library.
8. All book grants be deemed as non-lapsable grants.
9. The policy of calling for tenders for the supply of reading materials be dispensed with to reconcile service with cost and encourage competition.

Library Acquisitions:

10. The university libraries be allotted sufficient foreign exchange for the duty-free import of books, periodicals, audio-visual and reprographic materials.
11. UNESCO coupons be made freely available to enable libraries to procure reprographic and audio-visual materials without import restrictions.
12. The restrictions imposed by the Government on the import of research materials like maps, globes, atlases etc. be lifted.
13. The duty-free import of films, filmstrips, sliders, linguaphones, longplaying records etc. of an educational value be freely allowed.

III. Strengthening of Book Resources and Services

Text-book Collections:

14. There be separate text-book collections for the benefit of teachers/students who can borrow books at a nominal charge

for the full academic session.

Extension Libraries:

15. The programme of establishing extension libraries be continued and extended to other universities.

Depository Centres:

16. The university libraries be regarded as depository centres for all Union and State Government publications.

IV. Inter-Library Co-operation

Union Catalogues:

17. In view of the fact that INSDOC has already undertaken the work of compiling Union Lists of Serials in Science and Technology, a similar Union List of Serials in Humanities and Social Sciences be compiled by a suitable institution or organisation.

Inter-Library Loan:

18. The draft code for inter-library loan as formulated by the IASLIC be implemented. All academic libraries should
 - (a) compile and issue a catalogue of theses and manuscripts with them, and
 - (b) provide reprographical facilities.
19. Postals rates for books sent on inter-library loan be reduced in order to promote the maximum use of available book resources in the country.
20. The system of getting security bounds executed for purposes of lending out manuscripts and other rare items to institutions or libraries be abolished.

V. Loss of Books

Stock-Taking :

21. Sample stock-taking be done only on a quinquennial basis and the normal loss of books be written off.

VI. University Grants Commission

22. A separate library wing be established at the UGC with a highly qualified librarian as its head.
23. A librarian be nominated on quinquennial visiting committees appointed to scrutinise plan proposals submitted by universities.
24. A standing library committee be appointed to advise the Commission on all matters concerning the working and development of university libraries.
25. The earlier practice of allotting 20% of the book grants for the appointment of additional temporary staff etc. be revived.
26. The UGC should finance the holding of Seminars and refresher courses in library science at regular intervals.

VII. General

27. The Indian Academic Libraries Association be revived.
28. The forecast of the finances involved in a planned development of the university library system in the country for the decade 1966-1976 be undertaken.
29. The term 'university library' in the above recommendations would apply also to those institutions on whom a 'university status' has been conferred.
30. The Seminar records and conveys its grateful thanks to:
 - (a) the UGC for its encouragement and support in the holding of this Seminar, and
 - (b) the University of Rajasthan for the exemplary conduct thereof.

LIBRARIES IN AFGHANISTAN

by
Sohan Singh

In the course of my six-week stay in Afghanistan as a member of the UNESCO Literacy Planning Mission to that country, I made a broad survey of library services there. I take this opportunity to share some of the information I gathered in this connection with the readers of the Indian Library Association Bulletin.

There are four types of libraries in Afghanistan—academic, departmental, commercial and public. The Academic libraries comprise the Kabul University Library and libraries in nine high schools (Lycee) in the country. All Ministries in the Afghan Government have their departmental libraries, in all 12 in number. The Shahi Bank and the National Bank have libraries which have been classified as commercial. Under the aegis of the Kabul Public Library, libraries have been set up at Kandahar, Herat, Mazare Sharif, Nangarhar, Momat, Gardez, Sarai Khwaja, Juzjan, Maiman, Khulm, Bost, Farah and Badakshan. There is also a public library at Ghazni. Soon Parawan and Badgish will also have their public libraries. Except the Kabul Public Library the book collections and services of these libraries are more or less rudimentary.

The Kabul University Library and the Kabul Public Library are undoubtedly the outstanding libraries in Afghanistan and we will give here more details about them.

KABUL UNIVERSITY LIBRARY

The library is a rectangular building housed in a neat, functionally designed new building amidst the university campus. A little less than half of the rectangle is given over to administration and technical sections and auxiliary services for readers (lockers etc.), with a dark room for filmshows and microfilm services tugged in between. The rest of the rectangle houses stacks and reading room, circulation and reference services. Above the reading room on the ground floor is a reading room on the first floor which, however, did not appear to be very much in use.

The library gives the following services to faculties and students of the university :

1. Book services : The library has a book stock of 80,000 books out of which 65% are English books. The majority of the rest are in Persian. There are also books in French, German, Turkish and Urdu. In the reference section, particularly, there is a large number of standard reference works in French and German, though here also English books form the bulk of the stock. I saw so many books in multiple copies, most of them donated by the USAID. Together with some Persian books, we were told, they were used as textbooks for students. I noticed that many of the books donated by the USAID were old editions. In so far as the students were concerned the library observes closed access; teachers were permitted open access “under supervision of a staff member”. A student can borrow two books at a time, or three books on special recommendations of the teacher. He could keep the books for a fortnight. For reading in the library premises there was a small room for the reference section; the general reading room provided about 200 readers’ seats.

The library has inter-library loan arrangements with one library in the USA. It lends books—sometimes even donates books that it has in multiple copies—to other libraries in Afghanistan. It extends the privilege of borrowing books to scholars, teachers and librarians of

other institutions in Afghanistan on the same terms and conditions as apply to university students.

The library issues annually nearly 1.2 million books to students and faculty members of the university. Eighty per cent of the book-use relates to Persian books and only 10% to English books. (The same phenomenon has been observed in India where many college libraries with a majority of English language books issue a majority of vernacular books). I was told that out of 4,000 students in Kabul University only 1,100 make use of the library.

2. Periodicals : The library subscribes to about 600 periodicals, mostly English. They were spread over all subjects taught at the university. Some of the best known English journals were a familiar and pleasant sight to one who had visited many university libraries in India. Current issues of periodicals cannot be issued even to university teachers. Only when a year's collection is bound and placed on the book shelves could it be borrowed by the students or teachers.

3. Audio-visual Room : The library has a small audio-visual room where a subject teacher can illustrate his lesson with the help of films selected from a stock of 600 films in the library. The library has also a microfilm reader and a stock of 160 microfilms on various subjects. It is written into the law which governs the use of university library—a special law has been enacted to regulate the administration and use of the library—that any teacher can request the librarian to obtain a microfilm that he wants in connection with his work and it will be for the librarian to try to get it for him.

The library provides the above services with the help of a staff of 40, of whom only three are professionally trained. The Head Librarian Mr. Babury, is a Master of Library Science from Rutgers and has by law the status of a Dean of the University. The two others, designated Associate Librarians, also have the status of university teachers. Below these there is a provision for 5 librarians grade I and 4 librarians grade II. They also have the status of university teachers by the same law.

The library has a book budget of 1 million Afghanis (about Rs. 1 lakh). The salaries of staff figure in the general university budget and not in the library budget. The latter is in two parts, equivalent to our plan and non-plan budgets.

We have spoken of the library law. The concept of a special law for a university library is unfamiliar to us in India and especially a law which lays down the manner in which a book will be issued to a reader, either for home use or for reading in library premises and which lays down the number of professional posts, the treatment of defaulters and exit and entry controls. In fact, I could hardly understand the pride with which Mr. Babury pointed out the provision in the library law which lays down the joint responsibility of the whole of the library staff in supervising and keeping watch over library users. Later I came to know that Mr. Babury had to fight a prolonged battle to obtain for his readers whatever facilities of library use they enjoyed. I could then see that the pride had its justification.

KABUL PUBLIC LIBRARY

This library, too, has a stock of 80,000 books in English, French, German, Russian, Arabic, Dari, Persian, Turkish and Urdu. The acquisition of new books is not, however, as brisk as the strength of the book stock would suggest. Most of the annual budget of 2 million Afghanis provided for the public libraries in Afghanistan is used up in meeting the salaries of the employees and not much is left to be invested in books. Last year, the Asia Foundation in Kabul presented 5,000 books (about 250 titles) to the Kabul Public Library. Most of these

were in Persian, purchased in Tehran, and Pushtu, purchased in Peshawar. Most of them were retained in Kabul and the rest were distributed to 12 other libraries. Whenever possible, the Kabul Public Library purchases books in 14 copies—one copy each for the libraries mentioned earlier. The books are processed in Kabul and then sent to the moffusil libraries.

Besides sending books to public libraries in provincial capitals, the Kabul Public Library also operates some extension services in or around Kabul. It has a book mobile which serves a hospital, a hostel and some villages in the vicinity of Kabul. It has a branch in a local jail and has deposit centres in some secondary schools.

The library has been doing some work with youth for the last few years. It organises film shows and discussion groups for youth.

The Library has a membership of 10,000, mostly students. There are 5 to 6 professional positions; however, only one or two of the library workers are trained. There are no arrangements for library training in Afghanistan, except what may be called in-service training. Some time back some Russians had tried to organise in-service training in librarianship in Afghanistan.

The Literacy Planning Mission has suggested that library services in Afghanistan should forge close links with the developing literacy movement in the country. If that happens, libraries will soon come to occupy a worthy position in the educational structure of the country. Even if that does not come about, the public libraries will gain appreciation of their services, though slowly. The people of Afghanistan are rapidly achieving literacy and the literate people must, sooner or later, have their libraries.

ROLE OF THE PUBLIC LIBRARY IN ADULT LITERACY WORK

by
Iyyanki Venkata Ramanayya

Problem of Attracting Adults

The role of a library in adult education and adult literacy work is of supreme importance. Before giving you a short account of the manner and method in which our libraries in Andhra Desa have carried out this work, let me draw your attention to the main obstacle which all of us are facing today in performing this duty, namely that the illiterate adults do not wish to become literate. The problem is how to attract them to the literacy school. These and other obstacles have been tackled and overcome by the libraries of Andhra Desa with a large measure of success.

Library the Centre of Social Activity

The view that the library is intended only for those who can read and write has never been the view of the libraries in Andhra. To us the library is a social service centre for the whole village where human activity throbbed with life and animation for the uplift of the country. What a temple had been till about a hundred years ago, our library strove to be, and was, during the first half of this century and a couple of decades preceding it. Our great departed leader Andhra Ratna D. Gopalakrishnaiah stated in his Presidential Address to the 8th Andhra Desa Libraries' Conference in 1925 :

"Every library in Andhra Desa has constituted itself as the centre of political activities, nay, every public activity. Almost every president and secretary of these libraries transformed themselves during the recent upheaval into a Gandhi's Karanam or Munsiff (i.e., Patwari or Patel). I travelled during the last two years throughout a considerable part of Andhra Desa and I

found almost invariably every library constituting itself the base of our operations. We cannot be too grateful to the library movement for such distinguished service to the national cause."

In Consonance with National Idiom of Expression

He said later on in the same Presidential Address : "A glance at the working of these libraries shows abundantly that the genius of our race has been struggling hard to run them on lines which are in perfect consonance with our national idiom of self-expression." No activity which contributed to the reconstruction of the society was considered beyond the scope of the library's work and betrayed the existence of the substratum of an inner urge for the "resuscitation of our national genius". Newton Mohan Dutt in his work 'Baroda and its Libraries' published by the Central Library, Baroda in 1928, states that "the Andhras have developed quite a new type of Library incorporating in its organisation, amongst others, the hoary indigenous institutions of the Hindu Temple and the ancient village community and the modern public library." The Libraries—Sri Veeresalinga Kavisamajam at Kumudavalli, Sri Bala Saraswati Library of Angaluru, The Krishna Deva Raya Library of Baruva, and at a hundred other places—entered into the very heart of the life of the village and took special interest in adult education and literacy including education of women, and even prepared them for competitive examinations.

Adults and their Occupations

Many of the adults in villages had their

own occupations to pursue during the best part of the day. Even an eight or ten years old boy had full-time jobs to perform for the economic upkeep of the family and to earn his own grub. Time and methods (which were some times odd) had to be found to suit their convenience. The adult is a man of business. He approaches you only if he understands that it remunerates him to approach you. The interests of illiterate adults among the masses are so diverse and spread over such a vast cross-section of the society that no uniform preparation on the part of the adult education worker will always be of assistance to him in performing his duties. The adult education worker has, at short notice, to prepare and equip himself to cater to the interests of the different types of human groups he has to tackle successfully and effectively. Therefore it is felt that an adult education worker must be trained so that he could equip himself fully for the successful execution of the task he undertakes.

Having felt this necessity, the Andhra Desa Library Association trained adult literacy workers from 1920 onwards whenever they were needed. It may be noted that "except as a university attempt in the Madras University and in Baroda, nowhere else in India is so serious an attempt being made to train library workers and make them fit as teachers of adults also charged with the work of removing illiteracy". Several books on adult literacy including teachers' guides and books for the literacy classes were also published by the Andhra Desa Library Association.

Night Schools

The village libraries were run by people's committees in which social workers took a prominent part and almost invariably every such library maintained a night school and imparted adult education and literacy. The first step which the librarian took to

attract the illiterates to the literacy school was to ask them to go to the library where he read out to them daily passages from newspapers, periodicals and books at certain hours convenient to the illiterates. The habit of going to the library and interest in literacy were thus gradually created in them, and, sooner or later, they joined the night school.

Swimming Along with the Currents of Life

In this connection, I wish to draw attention to the recent experiences in our country in regard to basic schools which strove to combine earning with learning. Several of these schools are not working successfully nor even satisfactorily for the simple reason that the pupil's earning cannot be divorced from the work and life of the family and of the village. Our libraries in Andhra Desa were more successful because we did not try to swim against the currents of life but along with them.

Librarian Attracts the People to the Library

If some of the adults did not go to the library to hear the librarian reading out from books, papers and periodicals, the librarian himself used to go to places where they generally congregated for gossip, namely in the vicinity of the tank bund, the banyan tree, the temple pial or the like. He used to take part in the gossip, and make his presence and knowledge felt among them, in such a way that in course of time they could not do without him and were impelled by irresistible inner urge to go to the library and then gradually to the night school. Thereafter the librarian used to create further interest and build his case for adult education upon the thirst for knowledge evinced by the villagers. The unique method of our "Library Pilgrimages" organised by our Library Association was also responsible for creating, stimulating and sustaining the interest for adult education and

literacy among the public. This is how we of the Andhra Desa Library Movement have been working for adult education and adult literacy combined, as an integral part of the library movement for the past 70 years and more.

The Present State of Affairs

Our Public Library Act came into force in 1948, and the Library Cess was levied. A "State Library Committee" and "Local Library Authorities" for each district were constituted, with the aid of the "Library Cess" and a matching grant from the Government. The libraries which were established and managed by 'Private Committees' were neglected by the 'Local Library Authorities'; and the public who maintained them till the Public Library Act came into force, have withdrawn their support, since they had to pay the compulsory 'Library Cess' (to the Local Library Authorities). Thus the Committee Libraries run by social workers and the enthusiastic public have ceased to work effectively for want of support from the public, as well as from the Local Library Authorities and the Government.

Libraries managed by the Local Library Authorities are run by paid staff who execute their 'duties' in a routine way without any enthusiasm for social work. The public libraries which have been the centres for imparting adult education and camps of literacy campaigns till then, have turned into mere "book issuing centres". The missionary spirit and enthusiasm which animated our social workers during the period prior to 1948 have become part of past history. Even the libraries maintained now by the Local Library Authorities are by far less in number compared to the "Committee Libraries" that were previously working for the promotion of the cause of adult education and literacy. The libraries run by committees which exist here and there

get a mere pittance of grant. They have no proper place under the statutes, under which the 'Committees' and the 'Authorities' are formed and they are over-weighted with elements other than those solely devoted to library and social education work. There is in them not even the semblance of any realisation that the library is and can be the greatest agent of social and adult education.

It, therefore, became necessary to start separate and distinct adult education and adult literacy programmes of work and these are obliged to face and tackle the problems as best they can.

The Key Role of Library

It is high time for us to understand and recognise that the library has a key role both in the creation and in the fostering of the yearning in the adult for his own uplift through self-education and literacy. To this end the library should function once again as the social centre and the fountain source of human activity in every village and urban area.

Duty of a Librarian

The duty of a librarian, especially in a village, is not only to give books to those who can read but also to attract the illiterates to the library and to give them orally information and knowledge contained in papers, books and periodicals on every problem confronted by the illiterate persons in their daily life and routine, and thus to strengthen by judicious advice the urge for literacy gradually created in them. The librarian should get acquainted with every illiterate in his village or area of service, understand his problems, sympathise with him and attract him to the library ultimately to make him capable of using books in which he would find his true and never-failing friends and guides. The librarian should maintain not only a diary of this kind of work carried out by him but also a ledger for such indi-

viduals. He should make these various individuals literate and convert them into seekers of knowledge by his missionary zeal. Eradication of illiteracy is not an end in itself but should lead to the eradication of ignorance and the acquisition of knowledge for a better and happy life. When each step taken is noted in the ledger, it will be easy to assess, proceed and progress. Adult literacy classes will thus be part and parcel of the extension work of a library, performed by its "department of service to illiterates."

Lapse Back into Illiteracy

By far the most important task which we have vigorously to take up is the work of arresting the lapse back into illiteracy. After spending time, money, energy, devotion and love in making people literate, if it is their lapsing back into illiteracy which is to be our fate to see and theirs to suffer, and if it is a veritable never-ending web we have to weave and weave again, ours would be a meaningless job. Yet it is but the bare truth that the number of those lapsing back into illiteracy is appalling. We have to take up the gauntlet and meet this challenge.

The Need of the Hour

A two-fold programme is needed, the first of which is the creation and the supply of adequate reading materials to sustain literacy. The adult education and Literacy effort of our day can make use of and be tacked on to the library for which purpose every library should (function as/or) have a special department of service to illiterates and neo-literates. This kind of library service includes the provision of travelling libraries and library vans.

The next aspect of the programme is to pay individual attention to every neo-literate's case and not only provide opportunities for him to make use of his acquired abilities of literacy, but to see that he always takes full advantage of the opportunities provided by the programmes or arising otherwise. It should be the duty and happiness of every librarian and of every library to be in major charge of this work. For, the library is the only institution which has the equipment to efficiently devote itself to the cause of spreading adult education and literacy from the earliest to the full-fledged stage of development of the individual.

TECHNOLOGY AND LIBRARIANSHIP *

by
H. C. Mehta

In selecting 'Technology and Librarianship' as the topic for the lectures, my intention is to correlate technology and librarianship. The first lecture will cover the technological advances up to this period and its relationship with libraries and librarianship. This will also cover technical education and its relationship with libraries. The planners of technical and engineering education in India are increasingly giving due importance to the role of libraries in this field at all levels. The libraries of institutions for higher technical education have to integrate their programmes with the overall programmes of the institutions to which they are attached. The second lecture will cover the library requirements of higher technical education which has already taken up responsibility of postgraduate studies and research.

When I talk of technology it includes science. When we talk of applied sciences, we have to take the pure sciences as the basis of applied sciences. The same is the case with pure research and applied research. In the modern age, technology means the application of scientific knowledge to industrial production. Technology in wider sense is as old as the descent of man on this planet, i.e. 500,000 years B.C. Why man has a dominant position on this planet. The reason is his command over technology, his ability to master his environment. The primitive man manufactured his first tool, a flint from stone. This is the origin of technology. Then he controlled fire with which he was able to cook and make stronger tools. Fire was the first natural power controlled by man. With improved tools man was able

to develop agriculture. After the discovery of agriculture man's rate of controlling his surroundings has been ever increasing. Today man can launch a satellite rocket and can travel in the space. From the control of fire to the ultra-modern control of his own life—because now he can transplant the human heart and can extend the life span of a dying man—is a fantastic progress of his ability to control his surroundings. It is true that the engineering ability of man is responsible for this progress. But coupled with his engineering ability his ability to know and retain what has been done and told by the mighty minds of the past and the present was also equally responsible. The backbone of this progress is effective communication.

It is interesting to see how man changed vehicles of communication from generation to generation, keeping in line with the advancement in science and technology. Primitive techniques of manufacturing tools from stone, wood and bones must have been handed down to the next generations. This is known as tradition; these are the ways handed down from the past. Next comes the age of communication depending upon live memory and spoken words. The main theme behind this was 'you cannot learn without memorizing.' This was the method of communication adopted by our *rishees* and sages to impart knowledge to their students. Even in this modern age of books and printing press the tradition, memory and spoken word still work as vehicles of communication. The best example of this is the manufacturing technique of wooden toys, furniture, etc. in Sankheda. You will be

*Based on lectures delivered by the author at the Department of Library Science, M. S. University, Baroda on the 9th and 10th January, 1968.

surprised to know that to keep this technique exclusively to Sankheda, the craftsmen of Sankheda will never teach this even to their own daughters as the latter will carry away with them the skill after their marriage. But they will invariably teach the technique to their sons and daughters-in-law.

When writing was discovered a new revolution in communication was initiated. Certain old writing materials, viz. Tadpatra, Bhurjapatra etc., may be seen in the manuscript section of our Oriental Institute. These will reveal how man tried to communicate in those days. Sumerian clay tablets and Mohanjo Daro seals are pretty old examples of man's desire to communicate with the help of writing.

Invention of printing and production of books have great influence upon the modern civilization. Man who was finding it difficult to rely on his memory and spoken words for advancement of knowledge took to producing books and using them. It was found imperative to have at hand books, journals and other source materials through which knowledge is disseminated. The society heavily relied on books etc. for the advancement of knowledge and thus the literate society came into being.

In the twentieth century progress in science and technology has reached such a high pitch that to satisfy the ever-increasing need of the literate society libraries are indispensable. In this modern age to think of formal programmes of education at all levels without the help of well-equipped libraries and modern librarians is considered to be primitive. All progressive nations of the world have recognised the need for public libraries which can provide life-long education for the individual members of a democratic society.

It can be seen that modern civilization is closely linked with modern libraries. Modern libraries are the real 'arsenals' of a democratic culture. With the help of the

modern libraries we have to arm the mind and spirit of our people with democratic ideals. Modern libraries cannot exist and function without modern librarians. When I say modern librarians I mean well-educated and trained librarians whose chief concern is to retain, organise and use the accumulated library heritage of all generations of the entire mankind.

In the early stages of engineering education libraries were not considered essential. All vocational and technical training was mainly provided with an objective to train the working man to acquire appropriate skill. Even in England most of the technical institutions created in late nineteenth and early twentieth century did not possess libraries. The overall education of the working man was thoroughly neglected.

It is interesting to know that in England the first institute of technical training was established over a dispute regarding the ownership of books which were purchased for the students attending the mechanics' classes in the University of Glasgow. The college authorities insisted their ownership and the classes left the college and established the first mechanics' institute. In earlier days the libraries of these institutes used to collect subscriptions to meet their entire running cost. When these mechanics' institutes were developed into colleges of higher education for imparting technical and vocational education, libraries were considered as a status symbol. In 1938 a joint committee formed by the Association of Technical Institutions, Associations of Principals of Technical Institutions, and Associations of Teachers in Technical Institutions published their report on libraries in technical institutions. I quote the aims of libraries in technical education as recorded therein :

"The library could inculcate the habit of reading and of using books so that, after leaving the institution, students will make use of the public and other libraries

The extent of the knowledge of any subject which can be imparted in the classroom or laboratory is very limited and must necessarily be confined to treatment of broad principles rather than of detail. This is more especially the case in technical subjects; there is scarcely any branch of engineering or chemistry or physics, to name only three divisions, in which the advancement due to new discoveries has not been so great that much that was regarded as up-to-date a decade or two ago is no longer modern. It is therefore, essential if a technical training is to be of full use to a student that he be instructed in the art of acquiring knowledge from the latest text-books and of abstracting from a confusing multiplicity of scientific and trade journals just the information he requires."

These aims expressed by the committee provide the basis of the change from technical training to technical education that took place in England. Institutions of technical training became the colleges of technical education but the aims of this change were not understood and accepted. In 1957 Ministry of Education issued a circular which exposed the poor conditions of the libraries of the technical colleges and defined the functions of the libraries as follows:

"The functions of a college library are to provide books, periodicals and other material for use by students and staff, and to afford facilities for private study and research. Modern advances in science and technology, and the increasing volume of material about them, make an up-to-date library service necessary for all colleges and vital to those engaged wholly or mainly on advanced work. A well-organized library can help students to widen their horizons beyond those reached in the classroom, to seek information for themselves and to profit by it when they have found it. Most students need some training in the use of a library, and particularly in the

handling of bibliographical material. This training should be an essential part of their education. It will help them to take full advantage of the library's resources and will show them how to continue their formal education."

In spite of all these platitudes, effective use of the libraries in technical education was a distant goal. In 1963, Dr. D.J. Urquhart, the Director of the National Lending Library of Science and Technology had to provide courses of instruction on the use of libraries to the graduates from universities and colleges of technology. Such courses were provided with an objective that such trained graduates may be useful in industry so that the industry can make the effective use of nation's heritage of scientific and technological ideas.

In England this is the situation regarding the libraries in relation to the technical education. I have described this at length because the Indian scene is still worse. The first technical institute in India was started a century ago. Technical education remained stagnant for a pretty long time. During World War II due to the need for technical manpower some attention was paid to technical education. In 1946 the All-India Council of Technical Education was established. Its function was to advise, co-ordinate and direct for the improvement on all aspects of technical education. In 1947 the appointment of the Scientific Manpower Committee to assess the requirements for various categories of scientific and technical personnel and to recommend measures to meet them was a step taken by the Government of India in the right direction.

There are at present about 120 institutions for first degree or equivalent courses in technology and about 220 institutions for diploma courses. With a view to develop facilities within the country for advanced technological training higher technological institutes were established:

Indian Institute of Science, Bangalore:

Though it was established in 1911 the Government of India decided to develop advance courses of technology and research only in 1946.

Indian Institute of Technology, Kharagpur:

Established in 1951.

Indian Institute of Technology, Powai:

Established in 1958.

Indian Institute of Technology, Madras:

Established in 1959.

Indian Institute of Technology, Kanpur:

Established in 1960.

Indian Institute of Technology, Delhi:

Established in 1963.

Birla Institute of Technology & Science, Pilani:

Established in 1964.

All these higher technological institutes take about 1,600 undergraduate students and about 400 postgraduate and research students. And all these institutes are residential in character.

All these higher technological institutes are receiving foreign technical assistance and have started developing their library facilities, i.e. staff, books, periodicals, building and equipment etc., to enable their libraries to contribute effectively to the postgraduate technical education programme and the research work done in these institutions.

But I am very unhappy about the conditions of libraries in many of our colleges of engineering and technology. Many of these engineering colleges imparting degree courses and postgraduate courses are keeping the libraries as status symbol. These libraries are both poorly staffed and ill-equipped and there is no atmosphere of study. The furniture provided in these libraries is thoroughly idiotic and unsuited for the library use. The furniture which is found useless in the classrooms or common-rooms is sent to the library. The library is often managed by a clerk and a peon. With such library facilities to think of conducting postgraduate

courses is simply disastrous.

Besides this, the emphasis on field work, workshop practice and lectures is so heavy that the students and the teachers can hardly get enough time to read the subjects in depth. Mastering the art of learning for themselves by making the effective use of the library is the next stage which has to wait for some time to come.

It is worth knowing that one of the major reasons of the failure of German science and technology in World War II was attributed to the defective educational system. It produced men of outstanding skill in the narrow field assigned to them. Once they are out of their specialized rut they prove to be dangerously unbalanced in their behaviour and judgement. Such men can hardly be called scholars or even educated human beings. They have the characteristics of machines. A liberal general education of all such men was most essential. To provide general education for our technical manpower modern libraries are indispensable.

The planners of our educational system have laid due emphasis on the provision of library facilities which in turn need adequate staff, books, building and equipments for the libraries. In spite of these directives of the Kothari Commission in this behalf new universities are cropping up every year with very poor and third rate provisions for their libraries. This is extremely discouraging particularly when we have been talking of raising the standards of university education.

In my first lecture I have tried to show how vital the libraries are in the overall programme of technical education. The success of any programme of higher education and research in all technical fields largely depends upon good libraries. It is high time that planners of technical education and particularly the higher technical education should give a serious thought to the development of our libraries of technical colleges and

institutions. If they do this then half the battle is won. To win the remaining half, is the responsibility of the librarians in charge of the libraries of technical schools, colleges and institutions, i.e., at all levels of technical education in the country.

To gauge correctly the problems of re-organizing, developing and building up the libraries for the technical education it is necessary to analyse the progress of technical education after independence.

The following will indicate the manner in which technical education has developed:

1. by converting the institutions giving diploma and certificates of technical training into full-fledged engineering colleges giving the first as well as the postgraduate degrees;
2. by creation of new engineering colleges under the old as well as the new universities;
3. by creation of polytechnics for full-time and as well as part-time Diploma courses in engineering;
4. by creation of IITs under an act of Parliament (Institute of Technology Act, 1961).

With these developments in the scope and functions of the technical colleges and institutions the libraries supporting them have to reflect the changes in their resources and services. If this is not planned and executed very carefully integration of the library programmes with the overall educational programmes of the institutions cannot be achieved. Then the library will develop as a 'useless accessory'. Do requirements of libraries of technological institutions differ from the requirements of the libraries of the universities and other institutions of higher education and research? The answer is "yes" as well as "no". To get at the heart of the matter I will take up the question according to the functions of the library. These functions are:

1. to acquire books, periodicals, maps,

atlases, microfilms and microfisch which will help the students to study and teachers to teach not only the various courses but to go beyond the borders of their own narrow and limited fields of study;

2. to organise these books, periodicals, etc. in the way that is most convenient to the users of the library;
3. to evolve procedures and practices to enable the readers to make the use of the entire resources of the library for the betterment of their knowledge in general as well as with particular reference to their own subjects;
4. Reference Service—to give the required information and to assist readers in making the best use of the library resources.

Coming to the first function, acquisition of reading materials, it is generally true that certain problems are common to all kinds of libraries. But in the matter of details acquisition problems of libraries of technical institutions materially differ from those of university libraries. As you have seen and worked in this university library you know all the general problems facing the department of acquisition of a large library. I need not repeat them here.

Broadly speaking the first responsibility of the acquisition department is to follow very consistently the policy of book selection laid down by the librarian in consultation with the authorities of the institution. In laying down the policy of book selection it is the responsibility of the librarian to bring out all the general as well as special provisions which are required to be made for strengthening the library collection wherever it is found weak and to build up new acquisition to support the teaching and research programmes of the institution in various subjects.

The librarians in these libraries have the dual responsibility : (a) to be aware of all

current publications in science and technology, and (b) to select the titles that are pertinent and vital to one's own library.

Tools for Book Selection

The general book selection tools which are very well known to the students of library science are CBI, Books in Print, Subject Guide to Books in Print, Publishers Trade List Annual, BNB, INB, Impex, book reviewing periodicals, etc. For science and technology there are specific tools which help the librarian in knowing about the latest publications in all fields of science and technology. Examples are:

American Scientific Books, 1960-62: This is a Bowker publication. The selective bibliography of all important publications of scientific, technical and medical books as entered in the *American Book Publishing Record*—is a cumulation of titles from the monthly issues of ABPR. It includes scientific, medical and technical books published in the USA from Jan. 1960-62, 1962-63, 1964-65. Arrangement of entries is by DC Classification. The form of entry, DC numbers and the subject headings are as established by the library of congress for its catalogue cards. The descriptive annotations have, wherever possible, been prepared after actual examination of the books.

ASLIB:—Aslib Book List: Quarterly recommendations of recently published scientific and technical books. Brief annotations done for some titles. Arrangement is in UDC order and titles are graded in 4 categories:

- A. Elementary
- B. Intermediate
- C. Advanced
- D. Reference Books.

Index to each issue is cumulated annually. Cumulated index 'Author and Subject Index to Vol. I-IX, 1935-1944' appeared in 1945. *ASLIB. British scientific and technical books*, 1935-52 a select list of recommended books published in Great Britain and Com-

monwealth countries.

Choice, books for college libraries: Publication of the Association of College and Research Libraries, a division of American Library Association. This is an annotated book list published monthly. It gives a very good coverage to science and technology books.

Providing US Scientists with Soviet scientific information: Prepared by Boris I. Gorokhov, Mass. Institute of Technology Libraries.

Succinct reference information on Soviet publications and their acquisition and location in US Libraries, followed by detailed references to the varieties of translation services and programmes in English and other languages.

US Library of Congress. Science and Technology Division Journals in Science and Technology published in Japan and Mainland China.

Library Journal in the fall and spring issues gives an annotated list of new scientific and technical titles.

Science and Nature both include reviews and subject lists which assist in keeping up with current English, American and other foreign publications in science and technology.

Scientific American carries monthly comprehensive reviews of scientific literature in general.

Book Reviewing Periodicals; Physics To-day: (Books Reviewed section) (Acoustics to Solid State Physics). *Biological Abstracts*:

Each issue lists new books in biological science. *Journal of the American Chemical Society*; *Journal of Chemical Education*: Listing of new books and book review.

A British Weekly journal, Chemical Engineering News : Excellent book review section. *American Journal of Physics* : Researchers letters on different topics, includes bibliography topics. 'Evolution of Energy concepts' and 'Science literature'.

Technical Books: A biomonthly addition to the New York Public Library. A very good current bibliography on current books. With good annotations.

Technical Book Review Index: Technology Department of the Carnegie Library of Pittsburgh.

These are some of the tools for book selection for science and technology, but this is one side of the problem.

The other side of the problem is the vast number of publications published every year. The magnitude of the problems faced by the librarians in acquiring the books with limited yearly financial allocation for book purchase can be judged if we take into account the number of titles published annually only by two countries, the USA and UK. Publications of both these countries come to about 58,000 titles annually (30,000 USA and 28,000 UK). Out of this total, about 8,000 books belong to science and technology. If we consider 50% of this total as essential for a library of higher technical institution, the total amount needed to acquire the required output of only these two countries is Rs. 3,00,000 (considering the average cost of science and technology books @ Rs. 75 per book). If we take into consideration the requirements of multiple copies of the text books, scientific and technical publications of other foreign countries, viz, the USSR, Canada, Australia, Germany, Japan, etc. and Indian publications in science and technology it will be reasonable to provide for an additional sum of Rs. 1,00,000 for purchase of the same. Thus to keep the library up-to-date in science and technology alone the minimum annual book grant that we need is Rs. 4,00,000. The current in-take and the need for filling up the gaps in back files of journals and periodicals of learned societies vary from library to library depending upon its existing collection.

To cover subscriptions only to essential

learned periodicals and serials on science and technology the annual expenditure will amount (roughly) to Rs. 1,80,000. This estimate is not on the high side, as will be evident from the following examples showing annual subscriptions in Indian currency to certain titles.

	Rs.
(1) IEEE: Institute of Electrical & Electronics Engineering in 35 parts.	2,900
(2) Transactions of SAE (Society of Automatic Engineer).	1,687
(3) International Journal of Heat & Mass Transfer.	835
(4) Chemical Abstracts.	7,950
(5) Engineering Index.	1,100
(6) Science Abstracts Electronics & Electrical Abstracts.	840

These figures may naturally frighten the administrators of higher technical education. I am afraid that they are likely to say that this is not possible under critical financial situation which the country is facing. In these circumstances it will not be out of place for me to quote from the Parry Report published in June, 1967. This is the Report of the UGC Committee on Libraries—a document of considerable significance to British universities:

“We have had in mind throughout this Report, on the one hand, that adequate provision for libraries is of central importance to the universities and indeed to the national system of higher education and to the intellectual standing of the nation; on the other hand that library costs are rising steeply, that no end to this rise can be foreseen, and that the quality of provision in individual institutions and nationally will always depend on the skilful use of financial resources which lag behind the demands made upon them.

“As far as individual libraries are concerned the provision is a two-fold one: on the one hand to have an adequate stock of books and periodicals and add to it

regularly, and on the other, to provide staff who would share in the selection of this material, make it easily accessible and assist readers." It further adds with a view to take special care of the needs of research workers and the teachers.

"An impressive collection of research material.... is an incentive to set and maintain standards and to perpetuate a tradition of scholarly excellence."

To come to the point again, I am sure that this batch of the students has done their practical work in the acquisition section, i.e., order section. You must know that the computers are used in libraries in the advanced countries. I do not know whether in our lifetime the use of computers will be done in libraries in India. The rate at which the technology advances is so speedy that we may use computers for various operations in our libraries in the next ten years to come. As librarians we must at least know as for what operations computers can be used. If you analyze the work of the order sections you have to answer the following questions:

1. How many books are ordered during week/month/year?
2. How many books are received during week/month/year?
3. How many books are ordered subject-wise, i.e. in Mathematics, Physics, Chemistry, Chemical Engineering etc. during week/month/year?
4. What is the liability of these orders subject-wise?
5. How many books are received by subjects? What is their total cost?
6. How many books are ordered but not received? Their liability?
7. What books are ordered with book-sellers —A
What books are ordered with book-sellers —B
What books are ordered with book-sellers —C
8. What books are supplied by book-

sellers	—A
What books are supplied by book-sellers	—B
What books are supplied by book-sellers	—C
9. What books are not supplied by book-sellers	—A
What books are not supplied by book-sellers	—B
What books are not supplied by book-sellers	—C
10. Monthly list of additions can be obtained on computers and the break-up to the additions can be done by subject.	
11. This can be cumulated for the whole year.	

Naturally the question arises how all these can be done on computers and how computers do all these operations. This is entirely a job of computer engineers to explain. If we are precisely clear about the details of our requirements then it is very simple for them to design their IBM cards to cover the entire range of our operations.

Here, in this university library they designed such a card. But it was not possible to utilize them as the computer-centre was unable to extend their help due to some preoccupation.

In your practical and theoretical training you have learnt a lot about classification and cataloguing and it is therefore needless for me to repeat about both these aspects of library administration. The practice which is prevailing here in this library of keeping reserved book section (curricular section), reference books, general education collection, pamphlet collection maps, and atlases, B.K. Thakore collection, rare book collection should be learnt in greater detail which will help you to understand the problems involved in maintaining and managing such collections.

When I talk of computers and automation in libraries and their use in various operations

in library administration I recollect what a free-lance science writer George A.W. Boehm wrote in his 'The First Battle of World War II' : "World War I was fought with chemistry, and World War II with physics . . . World War III, if it ever occurs, may be fought bloodlessly with mathematics. That is to say, both sides may agree to stimulate the war, instead of actually launching missiles and sending troops in action. They will mathematically formulate strategies and counterstrategies and let computers do the 'fighting' until a conclusion is reached. Then, figuring that their side cannot do much better than the computer and the other side is not likely to do much worse, military leaders might be willing to abide by the electronic referee's decision." From this we can understand how deep is the influence of computers in the world of today.

You check up your electric bills or your premium notice and such other results of computerised operations, you will find that there is increasing tendency to use computers for many routine operations to be performed on a very large scale. This makes it very accurate as well as cheap. Looking to the increasing number of students in the universities and increasing demand of the university teachers and students upon the libraries it may be very essential that within ten years we may have to switch over to automation and computers for performing many of the routine operations. The entire system of circulation of library materials to its reader can be made automatic relieving the staff to do more useful and intelligent work which may strengthen our services to readers.

To be in touch with the recent progress in mechanization and automation as applied to libraries two important landmarks are worth mentioning, (i) automation of the major operations within the library of congress (ii) the full operation of the Medical Literature Analysis and Retrieval System Pro-

ject of the National Library of Medicine in Washington.

Medical Literature Analysis and Retrieval System—known as MEDLARS represents a breakthrough in information retrieval. August 1964 of Index Medicus is the outcome of this automated information retrieval. It is a very good beginning of what can be done with machines and the likely shape of things to come in indexing service.

Index Medicus is indexing 2,500 biochemical periodicals per month. To get them indexed by using the manpower was much time-consuming and by the time index gave the information about the literature on the subjects of importance to all the workers in the fields of medicine, biochemistry and pharmacy the information without loss of time it was decided to mechanize the system based on computer speeds. Sequential card operated camera is used for this purpose.

In Medlars a system is designed which combines bibliographical control with publication, based on a complex of electronic equipment consisting of a large computer and special high-speed composing and printing devices. Each incoming article is assigned ten subject headings. These subject headings and full reference detail are punched on tape typewriters for input into the computer for processing and storing on magnetic tapes. Once a month the input is mechanically sorted and edited under all relevant subject headings and then fed into the printer which automatically composes pages of type on photographic film, at about 3,600 words per minute from the magnetic tape.

The other great event is the proposal for the automation of the library of congress. The team which made the proposal consisted of six experts and specialists in mechanisation under the chairmanship of Dr. Gilbert M. King, Director of Research for International Business Machines (IBM), assisted by an advisory group of leading American librarians. The mechanisation is to be applied

to L.C. by 1972. Conclusions of this team's findings are:

1. Automation of bibliographical processing, catalogue searching and document retrieval are technically and economically feasible in large research libraries.

2. The retrieval of the intellectual contents of books by automatic methods is not now feasible for large collections, but progress in that direction will be advanced by effective automation of cataloguing and indexing functions.

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ROLE OF VILLAGE EXTENSION LIBRARY IN THE ADOPTION OF AGRICULTURAL PRACTICES

by

Monoranjan Roy

Education is always considered the key factor in the farm prosperity. In fact, education is a life-long process for the farmer. Unless the farmers are exposed to an outpouring of materials on the latest development in farming, they will have little knowledge of new seeds, new fertilizers, new weedicides, new pesticides, and new techniques. Education, therefore, serves as the king-pin in the affairs of farm prosperity. In America, the Land-Grant College system has made enormous contributions to the development of agricultural science. The Institution is not only responsible for the education of its students but also for conducting research and experiments in its own laboratories and experimental fields and for the dissemination of knowledge gained in them. A communication service bridges the gap between the farmer and the scholar, between the farm and the laboratory.

Our country is backward in agriculture. This backwardness is retarding industrialization. Ever since the partition of the country, our state agencies have been doing their best to educate millions of our farmers in better methods of farming to increase production. It has been found that our extension workers do not get uniform responses from all the farmers when they approach the latter to introduce any improved method of cultivation. The extension workers are to fight a lot to convince a farmer to take to a new practice. Research, extension work and education in an integrated way are now used to develop methods to educate the farmers so that they, in their turn, easily learn and adopt new practices. In fact the behavioural scientists of present day are very much concerned with the problems of adop-

tion. They are also devising means and ways to bring about favourable change in the farmers' attitude to application of innovations through various stages of mental preparation: (a) awareness (b) interest (c) evaluation (d) trial and (e) adoption.

It has been found that adoption of improved agricultural practices depend on a large number of social and psychological variables. Caste, educational level participation in community activities, etc. are found to be important associates in communication-adoption process. Among the various social agencies and institutions, the role of village extension library seems to be highly significant in the process of adoption of improved agricultural practices.

In the Faculty of Agriculture of the University at Kalyani (erstwhile Birla College of Agriculture) there is an extension project area. This project area came into existence in the year 1952 when the State College of Agriculture was started at Tollygunge, Calcutta. The college shifted to its present site at Haringhata in the year 1958 and the extension project area is now located in Haringhata Block. It has a total number of 12,000 farm-families and is covered with a total area of 65 sq. miles comprising 89 villages in the District of Nadia, West Bengal. This project area now forms an important feature of the Faculty of Agriculture for carrying out all kinds of extension field services. The project area is also catering to the needs of theoretical and practical instructions to students in extension and serving somewhat as a field laboratory for the Department of Agricultural Extension. The project area has been carrying out village development programmes with the help of

University Extension Demonstrators posted to function there with a rank similar to that of village level workers as in Development Blocks.

The development programme undertaken also envisages to bring about mental change in the farming community as an antecedent to reception and acceptance of new and improved technology. The extension field services of the University are harping in the area on agriculture and animal husbandry. In the year 1960, an idea gained currency that some other programme, besides the routine work, which might dissipate the boredom and add variety to our approach to rural families residing in the project area is highly desirable. It was thought that the extension work could be facilitated by starting a rural library extension service as an adjunct to the library of the college of agriculture. The idea was enthusiastically commended by the farm families in the project area and arrangement was immediately made to run the extension library service. The library was started in six villages in the project area through the agency of the extension demonstrators. The purpose of the village extension library conceived at that time was to bring close contact between the library and the people living in the rural areas. The demonstrators were made responsible for the purpose of transactions of the books. Lending cards were issued to the farm families from the library on application in a prescribed form duly recommended by the President of Union Board and the Extension Demonstrator. Through this peripatetic library the extension men have been able to establish a sustained rapport with farm families. After the library had served the area for five years a survey was undertaken to see whether the reading habits promoted through the rural library services to the different groups of farm families had any impact as a communication agency in promoting adoption of improved agri-

cultural practices. The result of the survey is under publication in an article entitled "Adoption of agricultural practices and village extension library" by Roy & Majumdar. The study revealed an interesting result. Thirty farmers of villages Hapania, Singhia, Chandirampur, Birohi, Uttar Rajapur, Parpur, Subrnapur, Laupala, Hazrapota and Jhikra of Haringhata block, District Nadia, West Bengal were selected for the study. The extension library units are located in this area. A very small sample was selected to make the pilot survey. The farmers selected had an average monthly income of Rs. 150 to Rs. 200. They adopted practices like use of ammonium sulphate, improved paddy seed, improved implements and plant protection chemicals for some periods. These farmers were owners of 4 to 6 bighas of land approximately. The adoption score of these subjects was estimated on the basis of the number of years they were using the practices. The "use of library" was estimated from as many as seven considerations including farmers knowledge about the probable date of the establishment of the library, name of the librarian and ability to name some of the books borrowed from the library etc. It was found that adoption has a relationship with the use of library.

The rural libraries are still functioning and are creating a good impact on the life of the rural people residing in the university project area.

Our country is now facing various problems of which food constitutes a major one. Food is the basic need for the vast population in the country. It is no secret that in the agricultural sector our major aim at the moment is for steady increase in food production. To achieve all-round development in agriculture through a good foundation in agriculture education, agricultural universities have been established in recent years throughout the country. These universities through their multi-faculty objectives are

dedicated to awaken millions of our farmers and to change the face of our rural life. It is expected that the libraries attached to these universities would also play their

appropriate role in attaining the various objectives for which the universities have come into being.

A BRIEF OVERVIEW OF THE SEMINAR OF COLLEGE LIBRARIANS IN RAJASTHAN JAN, 8-10, 1967.

by
C. L. Sharma

The Rajasthan University Library, which has shown continued interest in improving the conditions of libraries in the State of Rajasthan by rendering all possible help to them, organised a Seminar of College Librarians in Rajasthan from 8th to 10th Jan., 1967. This was the fourth annual Seminar of its kind which was sponsored jointly by the Directorate of Education, Rajasthan and the University of Rajasthan, Jaipur. It may be recalled that the idea of organising these annual meetings of the College librarians in the State was first initiated by Prof. S. Bashiruddin in the year 1962, when he was Librarian and Head of the Department of Library Science, University of Rajasthan. But he needed some moral and financial support for this endeavour. This generous help came forth from Prof. V.V. John, the then State Director of Education. Prof. John, whose love for books and learning is really infectious and whose devotion to the cause of libraries is so well known and, who is, also, highly enthusiastic towards ameliorating the conditions of librarians, came forward last time too to render all possible help—financial, intellectual and moral. Ever since 1962 the annual meetings of college librarians in the State are being organised regularly. It is heartening to note that Shri N. N. Gidwani, the present Director of Libraries, University of Rajasthan, has added new dimensions to these Seminars and has been organising them with a great deal of imagination, vigour and enthusiasm. It may also be added that the holding of these annual Seminars has been possible owing to the whole-hearted support, encouragement and guidance given to the organisers by the two most enlightened Vice-Chancellors of

the University of Rajasthan, Dr. M.S. Mehta and his successor, Prof. M.V. Mathur, the present incumbent.

This Seminar, like each of the previous ones, aimed at drawing together the librarians of all the colleges in the State by providing them with an opportunity to free themselves from their routine duties for a few days, at least once in a year, so as

- to have a look at their own work from outside to evaluate what they do;
- to survey the present conditions of the college libraries in the State and to find out means and methods for their improvement;
- to exchange notes and ideas, to study and discuss their mutual difficulties and problems in order to explore areas of increasing mutual help and cooperation which may enable them to give better service to the academic community;
- to become aware of the new developments that are taking place in the field of librarianship both in this country and abroad;
- to sharpen and test their thinking in groups; and
- to project a proper image of the librarian before the administrators and the public at large by highlighting the important role that the academic librarian can play in the educational process of the country.

Response to this Seminar was excellent. About 100 academic library workers from different parts of the State of Rajasthan attended the Seminar and actively participated in the discussions and deliberations which were held during the three days of the

Seminar. The gathering represented a cross-section of librarians from all types of colleges and other institutions deemed as equivalent to colleges—Medical, Engineering & Teachers' Training Colleges, and Polytechnics, etc. It is encouraging to note that all these participants were granted TA and DA by their respective institutions for attending the Seminar in pursuance of the request from the Director of Education, Rajasthan.

In all 14 papers were read and discussed in the Seminar—one being from the pen of Dr. S.R. Ranganathan, National Research Professor of Library Science and Honorary Director, DRTC., Bangalore. A highly satisfying, though unexpected, support by some of the members of the faculty of the Rajasthan University was also received by the organisers. In addition to the papers contributed by the participants, three experts from the University Department of Adult Education, Mr. K. Buttedahl, Project Director, Mr. William Day, Project Adviser and Mrs. C.K. Dandiya, Asstt. Director also made their contributions to the Seminar. Shri A.M. Ghose, Coordinator, University Department of General Education also contributed a paper entitled, "Local History Material and Academic Libraries."

It was really a matter of great pride and privilege for all, that Prof. B.S. Kesavan agreed to be the Director of the Seminar. It was all due to his exemplary leadership which he so generously and ably gave to the Seminar all along, as well as to his lively and encouraging participation in the discussions that the Seminar was always bubbling with vigour and life.

The programme of the Seminar was chalked out in such a manner as to cover most of the major problems which the librarians in Colleges have to face. Other topics which directly or indirectly affect academic librarianship in our country were also included in the programme. In order to ensure full coverage of discussions on all

the issues raised in the papers contributed to the Seminar, five discussion groups, each consisting of 14/15 persons and representing a cross-section of all types of librarians—Medical, Technical and General, were formed at the very outset. Each group was headed by a senior college librarian who was duly helped by one rapporteur for recording the views expressed by the group members. Each group rapporteur reported the viewpoints of the group on the issues highlighted in the papers, to the respective plenary sessions. This arrangement was helpful in more than one way as it avoided wastage of time in the plenary sessions, gave opportunity to each and every participant to express his views freely and also set proper issues for consideration by the working sessions. Besides the points raised in the papers, a set of about 45 controversial points, duly formulated, was also given to the participants for discussion.

Shri N.N. Gidwani initiated the proceedings of the inaugural function of the Seminar by extending a warm and cordial welcome to Prof. M.V. Mathur, Prof. B.S. Kesavan and Prof. V.V. John. He expressed a deep sense of gratitude to all of them for the invaluable help, encouragement and guidance which they had given him from time to time. The next speaker Prof. John addressed the participants, not in the conventional manner of a seasoned administrator, but as one who had full sympathy with library workers. He affirmed that he was fully alive to their problems and difficulties. Highlighting the role the librarians can play during the days of student unrest he remarked, "In the present era of student unrest all over the country, I strongly believe that librarians can play a great role in the process of education. Some months back when students of some colleges were on strike the concerned principals requested me to allow them to close the colleges. During my talks with them I agreed that while they may close them,

they should keep the college libraries open since I felt that if the library was open, the students after some days might come there and discover that learning, perhaps, was worthwhile and that libraries were for academic attainment and tools for a better life."

Prof. Kesavan's inaugural address was very lively, inspiring and thought-provoking. He exhorted the participants to strive hard to realise both in thought and action, the idea underlying the maxim, "library is the heart of education" which, he added, had since become a wornout cliche. He said that he believed that the concept of library being the heart circulating blood in the arteries of educational centres could take root in the country if the librarians devoted themselves whole-heartedly to this cause. He projected the proper image of a librarian by saying, "It is not the love of books alone which makes a librarian. It is really the love of people which makes a librarian. If a librarian is always busy in doing classification and cataloguing, he can never make an impact on his readers. He should, rather, be a man who may always be looked upon as a centre of useful information. A librarian by his services and familiarity with books should make himself keenly felt in the college.... A librarian may not be a deep scholar, but he should be able to develop a taste for scholarship in others." He expressed that colleges should have such librarians. He also added that some sort of scheme which might enable college librarians to take a class or two every week or occasionally in the college might be devised so that they might be kept in touch with teaching and be always alive to academic matters. Further, he emphasised that this sort of arrangement was also necessary to impress upon the minds of the teachers that the librarians too belong to the same academic fraternity. In order to place the point, "warmth of heart and love of books", in its proper perspective he read out the chapter "Portrait of Elam"

from Ernest Raymond's book "Through Literature to Life" and asked them to seek inspiration from it. In the end he appealed to the participants to imbibe the needed qualities—love of beauty, love of people, and enthusiasm to do things and finally love of books.

In his presidential remarks Prof. M.V. Mathur highlighted the important role which a librarian can play in ensuring proper inflow of new knowledge and also in coordinating the inflow of knowledge. While expressing his deep concern at the plethora of specialists we have now-a-days he remarked, "While it is easy to get specialists in a subject, it is rather difficult to get generalists now-a-days. We should revise our syllabus to make this possible. Librarians can play an important role in this matter." In the end he added, "most of our students and teachers know very little about the different aspects of the various States in our country. Librarians can organise display of reading and visual materials on these aspects and make our students conscious of essential knowledge about this country, its geography, history, culture etc."

The topics or subjects taken up for discussions in the six working sessions are detailed below:

Session I.

Chairman: Prof. B.S. Kesavan

"Presentation of two key-note papers for detailed discussions."

(a) Dr. S.R. Ranganathan:

Library is the heart of the College.

(b) Shri N.L. Trivedi:

Vitalising college libraries in Rajasthan.

Session II.

Chairman: Prof. B.S. Kesavan

"Education for academic Librarianship"

Session III.

Chairman: Prof. B.S. Kesavan

"Continuing education for academic librarians"

Session IV.

Chairman : Prof. B.S. Kesavan

“Education Commission and the Academic Librarians”

Session V.

Chairman : Prof. P.S. Sundaram

“Problems & prospects of College Librarians in Rajasthan”

Session VI.

Chairman : Shri N.N. Gidwani

“Session to discuss & finalise the draft recommendations”

The discussions in the sessions were free and fair. Though the issues raised for discussions were in abundance, the intellectual level of discussions was not of a very high order. The performance of the participants was, however, fairly satisfactory. Prof. Kesavan by his active and lively participation enthused the participants to come forward and open out their minds. He also generated some heat and more light by ensuring the proper rubbing of the minds of the participants.

Session I

The first session, which discussed the issues raised by Dr. S.R. Ranganathan and Mr. N.L. Trivedi, was full of vigour and enthusiasm.

Dr. Ranganathan in his paper highlights the point that modern college libraries have been ritual appendages to the colleges. In the educational process of a college the library is generally bypassed on account of three wrong methods of teaching—one way talk, curricula-centred learning and text-book centred teaching. In order to make the library the heart of the college activities the right technique of teaching should consist of discussion methods, student-centred learning and library-centred teaching. In the context of status and salary scales of college librarians, generally accepted by the UGC and duly implemented at some places, Dr. Ranganathan expressed his unhappiness over what he experienced in this connection:

“But to my great disappointment, where the salary scale has been implemented, some of the persons taking advantage of it are not giving an adequate return in the kind of service they give.” This is really a distressing thing.

Mr. Trivedi’s paper gives a very clear picture of the college library scene in Rajasthan. It covers all aspects and problems relating to the college libraries in the State. In his paper he has depicted a dismal but true picture of college libraries. Poor collections, non-functional buildings, inadequate staff, absence of library publicity and extension programmes, stacks full of obsolete reading materials, lack of inter-library cooperation, and lifeless and frustrated librarians are some of the dark spots of this picture. Disagreeing with Mr. Trivedi’s suggestion that we should follow ISI standards in case of library buildings and furniture one of the participants put his view-point on the subject by saying, “In our country we seem to be in the grip of this disease (standardization). There are UGC standards, ISI standards and so on. I personally believe that there should be diversity in these matters rather than standardization. Standardization ultimately leads to fossilization.”

During the course of his discussions, Prof. B.S. Kesavan recommended the following two books to the college librarians for their professional readings:

- (1) Guy R. Lyle: The President, the Professor and the College Librarian.
- (2) Harvie Brascomb: Teaching with books.

While expressing his sadness at the low standard books which a college librarian is compelled to acquire in order to meet the needs of students who want to get success at the examination, one of the participants remarked, “Now-a-days students want to pass their examinations and the college which achieves good results at the examinations is considered to be the best. Students do not want to read standard text-books

prescribed in their syllabus, as these are rather stiff for them. They read easy books. If I have multiple copies of such made-easy books the students will rush to the library. If we do not oblige, our library looks like a deserted place. There is no way out." This is how a college librarian very honestly reveals the things as they really stand before us. College librarians should do something to arrest this disastrous tendency.

Session II

Problems relating to the education of librarians in this country come up before every seminar or gathering of librarians. It occurs to me that there is something basically wrong with our system and methods of teaching. In this seminar too this topic was included in the programme with a view to know the reactions of the participants about the training they have had in various library schools in this country. Most of the librarians expressed their deep distress at the inadequate training which they had got. Some of them added that 'most of the library schools in the country produce librarians who are ill-fed with half-baked intellectual material and are, therefore, unable to face the challenges of the jobs which they are required to manage'.

Prof. Kesavan's mature views about the education of a librarian are quoted here: "The aim of library education should be to produce educationists. As librarians we are required to be conversant with the house-keeping aspects of librarianship, but our education is incomplete if we are not aware of the aspects of good living. The following two important recommendations emerged from the discussions:

- (1) Teachers' training courses should teach library organisation as a compulsory paper; and
- (2) Child psychology/educational psychology and general knowledge should be taught to students of library science as compulsory subjects.

Session III

It was perhaps for the first time that the subject which pertains to the need of continuing education for academic librarians was discussed in this seminar. To gain the benefit of their expertise in this field, experts from the Department of Adult Education, University of Rajasthan, were invited to express their views. One of them opined that the librarian was also an adult-educator and, as such, areas for his participation in this task should be explored. He added that in order to acquaint him with this new task we should provide him with some learning situations. He believed that short-term courses, refresher courses and seminars might be arranged for this purpose. One of the experts remarked that the librarian could play an important role in the field of national and emotional integration by bringing about better human understanding in the areas of conflict—local or regional. All of them laid stress on the need and desirability of refresher courses etc. for librarians, but it appears to be a paradox that the experts from the department which is primarily concerned with such problems could not give a clear idea about the nature and content of refresher courses for librarians. It appears that it was a new area for them. Experts in this field in collaboration with experienced librarians will, I believe, try to find out some solution for this problem. However, after much groping one concrete and feasible suggestion emerged which was that in summer all college librarians should establish adult education centres in their own areas and thus by providing learning situations for others they would automatically be giving a learning situation for themselves.

Session IV

While giving his comments on the Education Commission Report, Mr. Gidwani expressed that the Commission should have provided for an academic mobile-library system in view of the non-existence of a

public library system and poor school and college library service in the country having the nearest University library as the head-quarter and sustaining agency for the system.

One of the participants revealed to the Seminar that no arrangement to service the reading needs of those candidates who took up correspondence courses conducted by two or three universities in the country had been made. In his opinion the academic mobile-library system or any other system could service their needs. Librarians and administrators have yet to find out a solution to this problem.

Session V

This session provided an open forum for the participants to express their difficulties and ventilate their grievances freely. It is heartening to note that this session was presided over by Prof. P.S. Sundaram, Director, University Maharaja's College, Jaipur. Most of the problems which a librarian has to face in his day-to-day working were discussed in this session.

Prof. Ghose's paper highlighted the importance of collecting and preserving source material on the history of Rajasthan which, according to him, was being removed to foreign lands. He pointed out that Rajasthan had got rich resources for local history. These materials in the forms of manuscripts, paintings etc. were mostly in private hands, he added. He, therefore, urged upon the academic librarians, archivists and archaeologists to think about the problem and find out means and methods to collect and preserve them. One of the participants, on the basis of his personal knowledge, pointed out that in Marwar area some clever people were engaged in the regular business of selling manuscripts etc. to foreigners. The participants urged upon the Directorate of Education, Archaeology and the UNESCO to check this anti-national activity.

The participants were much agitated over the practice of appointing some Professor

as chief of the library in some colleges. The Chairman, who happened to be the head of a college tried to justify the usefulness of the professor-in-charge and added, "No doubt, the practice of appointing a professor as incharge of a college library is getting out of vogue, but in this connection, I may observe that if a librarian is competent enough to discharge his duties, he can very easily ignore the professor-in-charge." Prof. Kesavan countered this argument by saying that the librarian, howsoever competent he might be, could neither ignore nor flout the professor-in-charge since he was required to observe certain formalities in the discharge of his duties.

Session VI

In this session the participants after a careful discussion passed the following resolutions unanimously which have since been forwarded to the Director of Education for his consideration and implementation:

1. We reaffirm the following resolutions of the Seminar held in May, 1965 and urge the Director of Education to implement them immediately:
 - (a) We urge the Directorate that the decisions arrived at the conference of College Principals held in May, 1964 about the quantum of staff for college libraries should be implemented immediately. The staff formula applied by the UGC could provide a further guide in this matter. No substantial improvement in college library service is likely if action is not taken in the matter.
 - (b) To keep the college librarians in Rajasthan abreast of the developments in the world of books, library science and documentation etc., the directorate should organise every year :
 - (i) A summer school, and
 - (ii) A refresher course during winter months which the college librarians could attend in batches of 20 a year by rotation.

(c) The Directorate is urged to bring to a swift end the present conditions, whereby a large number of librarians have yet to be confirmed. It is requested that the screening committee proposed for this purpose should be seized of this important matter immediately. Such of the librarians as joined the service, before the announcement regarding the setting up of this committee was made, should be exempted from putting appearance and should be confirmed on the report of their satisfactory work.

(d) The Directorate should issue a directive to all the principals of colleges that loss of books in libraries to a certain extent is inevitable and such a loss should be written off every year on the basis recommended by the UGC (i.e. @ three books per 1000 books issued). If necessary the Government should be moved to amend the GFAR suitably.

(e) With a view to lay a proper foundation for wider use of college libraries, it is indispensable that an adequate library service be provided for in all types of schools functioning in the State. It is, therefore, urged that for teacher-trainees doing their B.Ed. and M.Ed. degrees, a paper on school library administration and organisation should be made compulsory (which is at present purely optional) so that these teachers may later propagate effectively the library idea to their students. The Director of Education is requested to move the Syndicates of all the universities in the State to adopt this progressive measure.

2. It is recommended that the Department of Education, Govt. of Rajasthan should set up a committee to assess the present state of college libraries in Rajasthan. This committee may make suitable recommenda- tions for the decade ahead. The committee should in particular make :

- an assessment of our present resources and difficulties faced by libraries;
- an assessment of the needs as presently felt by libraries; and
- a plan for meeting these needs in terms of book collections, buildings and equipment and library staff.

3. Since the librarian is a member of the academic team of a college, his service conditions should be the same as those of college teachers in all respects. The Director of Education is requested to move the State Government in this matter.

4. Since an adequate annual book fund is indispensable for building up a balanced and worthwhile book stock in a college library, it is urged that the Directorate of Education should adopt the norms (i.e. Rs. 25 per student and Rs. 300 per teacher per annum, though inadequate in the post-devaluation context) suggested by the Education Commission in this respect and make necessary budgetary provisions for this purpose.

5. The participants of this Seminar are of the considered opinion that many problems of college librarians will be solved easily in case a joint conference of college teachers and librarians are held at regular intervals of two years at least. Such conferences will provide them with a forum where they can know and understand the different points of view. It is therefore urged that the Director of Education should try to encourage the holding of such joint conferences.

6. With a view to impress upon the minds of young learners, the importance of libraries and also to inculcate in them a proper sense of appreciation for libraries and their resources, it is desirable that our students at the undergraduate level should know some important things about libraries and the services they render. It is, therefore, urged that the programme of study prescribed for

general education should include some important topics on librarianship. The Director of Education is requested to move the Syndicates of all the universities in the State to include this highly useful topic in the course prescribed for general education.

7. With a view to prepare an all-purpose librarian, who could participate effectively in our educational processes and programmes, the aim of our library education should be to produce educationist-librarians. It is, therefore, urged that the library science courses should include a compulsory paper which may cover topics on educational methods, psychology and general knowledge. The Syndicate of the University of Rajasthan may be moved to make a provision for these topics in the library science courses conducted by it.

Conferences, Seminars and Symposia, Committees and Commissions have become a regular feature of our national life. It is undoubtedly a healthy sign of our corporate living which enables us to express our opinions on pertinent issues in a helpful way and to solve our problems and difficulties; but whether or not the net practical outcome is commensurate with the time, money and energy devoted to these efforts is a disputable proposition. Recommendations of most of the conferences or seminars seldom bear fruits. Our politicians, who are always engaged in other useful purposes generally beneficial to them or to their parties do not find time to pay heed to recommendations of such seminars. The recommendations of the third seminar of college librarians in Rajasthan also met the same usual fate and as such the fourth seminar, had to re-affirm the recommendations of the last year's seminar. It appears our politicians who preside over the destiny of this country are not interested in improving the conditions of libraries which are supposed to play a significant role in our educational process. The enlightened Director of Education, it is

learnt, tried his best to give practical shape to the last year's recommendations but as most of the things depended on the final decisions of the higher officials and ministers they could not see the light of the day.

However, it is significant to note that the Director of Education, Mr. V.V. John did try to give practical shape to some of the recommendations which come in his own purview. He issued directives to the college principals about the introduction of open access in college libraries, treating librarians as members of teaching staff, doing away with the quaint practice of placing a member of the teaching staff as professor-in-charge of the library and replacing it by a library committee with the principal as chairman and the librarian as member-secretary, and giving freedom to the concerned authorities of purchasing books from any book-seller at reasonable prices. His directions have since been implemented in most of the colleges. Such of the colleges as were reluctant to honour his directives were reprimanded later on as and when the matters were brought to his notice.

By analysing the views expressed by the participants, one may come to the conclusion that the college librarians of this State are facing many odds in the discharge of their duties. Their conditions are not as much improved as they ought to be. However, it is believed that gatherings of this type are quite useful. They have some impact on the authorities late though it may be. One should not be disheartened on this score. Our college librarians should derive inspiration from Longfellow who said, "If you only knock enough and loud enough at the gate, you are sure to wake up somebody." Let them go on knocking at the gates of authorities till something fruitful comes out.

In addition, now it may be worthwhile to give the image of an average typical college library in the State which is based on the information supplied by the college

librarians in response to a questionnaire circulated to them on the eve of the Seminar. Only 65 colleges were able to supply the required information. The data give the following image:

An average and typical college library which saw the light of the day some time in the latter half of the last decade (i.e. nineteen fifties) has a total collection of 11,500 volumes. It acquires about 1,500 books and subscribes to only 75 periodicals annually (medical colleges which have sumptuous grants are not included). This typical library (excluding medical and engineering colleges) has an annual grant of Rs. 11,000 only. A band of three devoted workers runs this show. One fails to understand as to how this sort of agency which is supposed to play an important role in our educational process can render effective and efficient service to its clientele. It is almost starving. It cannot feed its clientele with new literature. It appears that the State Government has never cared to give adequate grants to it; nor has the Government bothered to take care of its academic community. This poor image gives rise to another conclusion as well. It appears that the academic community of the colleges have never cared to read anything else except the prescribed text-books, otherwise they would have raised hue and cry against this sordid state of affairs. Had they pressed the authorities for more new litera-

ture which is being produced at a terrific speed, the image of the library would have definitely improved.

The proceedings of the Seminar have since been published and released by the Rajasthan University Library. The volume which contains 164 pages is divided in four parts. Part one contains a summary of speeches delivered at the inaugural session. Part two gives the gist of the discussions held during the six plenary sessions and the final recommendations of the seminar. Part three reproduces the 14 working papers submitted to the Seminar. The last part (4th) contains some very useful information collected for use in the Seminar.

An abstract of some important data about college libraries in Rajasthan duly tabulated has also been given in this part. A directory of academic library workers in Rajasthan has been provided at the end.

This volume is a very useful and valuable document as it gives a fairly comprehensive image of the affairs of academic libraries in the State. It may also be taken as a basis for assessing the conditions of college libraries in the country as a whole as college libraries in States do not necessarily differ very much from those of this State. Copies of the proceedings are available from the Rajasthan University Library, Jaipur (India) on payment of Rs. 7.50 (plus postage) only.

THE BARRIER OF FOREIGN LANGUAGES IN THE COMMUNICATION OF IDEAS AND THE INDIAN SCENE

by
R. K. Gupta

"Language differences impose a barrier to all communication . . ."¹ wrote Dan Lacy in 'Challenges to Librarianship'. His thesis was that foreign language barrier is an impediment to the process of international understanding and consequently a threat to peace, progress and prosperity of the world—a view which has found acceptance everywhere. The diversity of languages throws a challenge to the world of librarianship also, for, we acquire, organise and disseminate information which cuts across the barriers of language differences.

Man's inherent instinct is to communicate his experiences to his fellow beings. From gestures, signs, pictograms man has passed on to an epoch of symbolism and ideograms. Susanne K. Langer² says that it is the power of using symbols that sets man so far above other animals. It is the power of speech that makes him lord of the earth. In other words, language is nothing but the highest developed form of symbolism. Ernst Cassirer, the famous philosopher, remarks, "Language--the symbolization of thought—is man's prime instrument of reason."³ Language so far is the most effective tool of communication. Cassirer goes on to say, "Between the receptor system and the effector system, which are to be found in all animal species, we find in man a third link which we may describe as the symbolic system. This new acquisition transforms the whole of human life. As compared with other animals man lives not merely in a broader reality; he lives, so to speak, in a new dimension of reality."⁴

In order to decipher the meaning of a particular symbol we must know its key. Each language is having its own symbols.

Language is also related to a particular community of men. Therefore, one learns from childhood the mother tongue. But one is not generally initiated to other languages prevalent in other societies. And thus we come across the 'language differences' referred to above by Dan Lacy and, we find ourselves imprisoned in the language of our society and culture.

In a remarkable study of the philosophy of language, Cassirer points out the dilemma inherent in the twin unifying and diversifying aspects of the language which affects the human society to a great extent. He says, "In an analysis of human culture we must accept the facts in their concrete shape, in all their diversity and divergence. The philosophy of language is here confronted with the same dilemma as appears in the study of every symbolic form. The highest, indeed the only, task of all these forms is to unite men. But none of them can bring about this unity without at the same time dividing and separating men. Thus what was intended to secure the harmony of cultures becomes the source of the deepest discords and dissensions. This is the great antinomy, the dialectic of the religious life. The same dialectic appears in human speech. Without speech there would be no community of men. Yet there is no more serious obstacle to such community than the diversity of speech."⁵ Man becomes a language-bound creature and it becomes very difficult for him to transcend the foreign language barrier.

"Inability to read any language other than one's own mother tongue means the loss of an ever-increasing amount of information, the ability to search for and find pertinent

information on a subject is governed, to a great extent, by the language knowledge of the searcher."⁶ The appearance of materials relevant to all fields of knowledge in various languages is a sort of necessary evil. It is a phenomenon which librarians will have to reckon with.

The language problem is of considerable magnitude and is common to the majority of scientists and technologists. The term 'scientist' here has been attributed a very broad meaning. It comprises of serious students and research workers in the field of humanities, social sciences and pure and applied sciences. The intensity of the language problem can be squarely met to some extent by the effective translation of literature from foreign languages to either the native language of the scientist or at least to a language which he readily comprehends.

"Translation is the rendering of something written, or spoken, in one language into another language.... The purpose of translation has in fact usually been utilitarian. It has been to present.... information to a public unable to understand the original language and relatively indifferent to form."⁷ By translating we increase, for a serious scholar the range of accessibility to literature. We are in a position to put, at his disposal, world-wide material which cuts across the limitations imposed by time, space and language.

"The foreign language barrier.... is a function of (a) the amount and value of foreign scientific literature produced (b) the linguistic ability of the people wishing to read it; and (c) the availability and effectiveness of translation services."⁸ To obtain quantitative data on these points the National Lending Library (Gr. Br.) recently conducted a survey and the latter revealed that the language problem is of considerable magnitude adversely affecting the growth of the whole realm of human knowledge, as almost 50 per cent of the world's scientific and

technical literature is published in languages other than English.

UNESCO has taken cognizance of the general problem of enabling scientists to exploit knowledge published in languages other than their own. Most of the literature published all over the world is inaccessible to a huge number of scholars due to language barrier who could otherwise benefit from it. In a report published in 1958 UNESCO gives quantitative figures revealing the magnitude of difficulties. For example, it assesses that "nearly two-thirds of engineering literature appears in English, but more than two-thirds of the world's professional engineers cannot read scientific literature in other languages.... The consequent loss to human enlightenment and progress is correspondingly great."⁹ It also suggests three possible remedies that are open, namely: by translations; by increasing the proportion of scientists able to read foreign languages; and by encouraging the practice of publishing the scientific literature in widely known rather than in little known languages. We should use more and more internationally recognisable words and symbols. We can also go a stage ahead by promoting publication in an easily learned international auxiliary language. These suggestions provide enough food for thought and call for immediate action lest the problem goes out of hand.

"The fact that science speaks in diverse tongues is only an added impediment, but a specially serious one, as it could, in the extreme case, partition off scientific experience into self-contained geographical boxes. despite all the man-made aids of intercommunication."¹⁰ Rhys Matthews also points out the phenomenon of steep rise in translations in modern epoch. Felix Liebesny is also of the view that "the general trend towards more technical literature means more translation."¹¹ Really speaking we are already witnessing an era of more and

more translation services. Although it has not so far reached saturation point and perhaps it will never, for it is going to be of great value to the world of scholarship, yet it is a costly affair. As far as the other suggestions of UNESCO are concerned they envisage a long-range plan. It may take time to convince scientists to learn more foreign languages. Even if they are willing one can learn not more than three or four languages without harming or neglecting one's own work. Furthermore, there is a body of opinion which is against the tendency of asking the scientists to do their own translation work in case trained professional translators are available. Matthews quotes a very typical case of a scientist-cum-linguist. The latter testifies, "I can read a Russian text but I cannot study it at the same time—each process separately monopolizes my attention, so to study the paper I need a translation." Matthews comments, "Now if a scientist-linguist has to make a translation for his own purpose, no saving is achieved as against employing a translator. Indeed it is usually a more costly process, since the translator has developed translation techniques which cut down the real cost."¹²

The idea of encouraging scientists to write in widely-known languages seems to me loud thinking. It is a well accepted fact that one generally writes or tends to write in one's own mother tongue. English the mother tongue of English, American, Australian, South African, Canadian etc. people happens to be an international language due to historical reasons. Therefore, almost half of the total scientific literature appears in English. Even in countries which have recently won independence, English is dominating the national or regional languages, again due to historical reasons. But in countries outside this circle people are writing in their mother tongues only. To persuade these people to write in some language

other than their mother tongues will be a Herculean task.

The idea of having an international auxiliary language is plausible. It will promote international understanding and open new vistas for man. It is heartening to note that an international scientific language exists to some extent even now in the form of signs, symbols, formulae etc. But it is inadequate to express every idea or concept. It needs further development. It calls for concerted action by the scientists all over the world. Ideally the technical terminology should be standardised on the basis of internationally agreed definition. But Holmstrom¹³ laments that we are far from being able to use technical terms as tools of precision.

Due to the ignorance of foreign languages the scientist faces many difficulties. He has to confine himself to the literature available in a given language. And it is quite likely that much work had been done elsewhere in the world in the field of the scientist's interest. But he remains unaware of it. L.J. Anthony¹⁴ in discussion pointed out the practical consequences of not being able to deal with foreign languages. According to him in the United States 90 per cent of the references quoted were American and in the USSR 40 per cent were Russian. In terms of wastage and duplication of effort these figures are alarming. Hence, the need for more and more translation services.

The Indian Scene

The more we see of the situation in India the more the importance of the translation service appears to grow. India must learn from other countries; it must borrow the technical know-how from the advanced countries. No country can survive today in isolation. Therefore, we witness that Indian scholars and scientists are studying the material available mainly in English. The need is also felt for consulting the available literature in some other leading languages

e.g. Russian, German, French, Japanese etc. But very few people in our country are having an adequate knowledge of these languages. Therefore, Indian universities, leading colleges and foreign missions are offering courses in these languages. And a good number of people are learning these languages. If proper incentive is given to them, they will have no hesitation in taking up the translation work as a career.

Translations into Indian languages are seldom required while translations into English from a variety of languages relating to a wide range of specialized technical subjects are always in demand. But the situation is very fluid at the moment. The cry for giving a bigger role to regional languages and differences over a national link language may have serious repercussions in near future. It may jeopardize the economic growth rate side by side with the falling of educational standards. But only future will tell us the course of events.

Of course, nobody denies the importance of mother tongue in acquiring, assimilating and expressing knowledge. It facilitates the process of basic concept formation. D.S. Kothari strongly feels, "The influence of language and its structure on one's pattern of thinking is now well-recognised."¹⁵ F.E. Wallwork¹⁶ also stresses the importance of the mother tongue as the medium for uninhibited expression and exposition of complex ideas. Holmstrom's views are very relevant to the current Indian scene. He comments, "It is natural for the people concerned to expect that an efflorescence of their national

life and culture will best be fertilized by using their own languages. Indeed this can scarcely be expected to occur unless the channels of thought are those which are native to the people who do the thinking But it is evident that English continues to be used more widely and will continue to be used more permanently in India at the higher levels of science such as in reporting original research."¹⁷

But here let us not confuse the two issues. On the one hand it will be educationally sound to impart instructions and to develop the capacity for thinking in the mother tongue but on the other, even if abundant literature may be available in the mother tongue, we will have to consult by sheer necessity literature in foreign languages also. Dan Lacy aptly remarks, "Hundreds of millions of Asians are imprisoned in languages into which no important part of modern science and western thought has been translated."¹⁸ With this realization the scientific and scholarly community in India became concerned and looked towards the world of librarians. Their hope found fruition in INSDOC's and IASLIC's organised translation services. Apart from these various research institutions in our country make their own arrangements for translation also. They take the help of the people inside or outside the organisation and gradually the translation service in India is coming into its own. It now seems almost certain that the demand on the translation service is becoming heavy day by day.

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LANGUAGE BARRIER TO THE FREE FLOW OF INFORMATION

by
V. K. Rangra

It is estimated that about 50% of the world's scientific and technical literature is in languages which more than half the world's scientists cannot read."¹ Even in a country like the United States which is conscious of the importance of scientific information from foreign sources, the percentage of foreign-language knowing scientists and engineers is not very encouraging and in some of the languages it is extremely low. This is evident from the following figures, which are based on a survey² carried out by the National Science Foundation

(USA): German 43.9%, French 34.6%, Spanish 10.3%, Russian 2.21%, Chinese 0.67% and Japanese 0.57%.

In the absence of adequate foreign language knowledge, the scientist and the technologists depend upon the indexing and abstracting services in English language which are the only convenient source for reference. The coverage of foreign-language literature in the major indexing and abstracting services in English has been worked out by Wood³ and is reproduced below:

Language	Journal					
	Chemical Abstracts	Biological Abstracts	Physics Abstracts	Engineering Index	Index Medicus	Mathematical Reviews
English	50.3%	75.0%	73.0%	82.3%	51.2%	54.8%
Russian	23.4	10.0	17.0	3.9	5.6	21.4
German	6.4	3.0	4.0	8.6	17.2	8.7
French	7.3	3.0	4.0	2.4	8.6	7.8
Japanese	3.6	1.0	0.5	0.1	0.9	0.7
Chinese	0.5	1.0	0.1	0.0	0.4	0.2
Others	8.5	7.0	1.4	2.7	16.1	6.4

The translation of individual articles through commercial agencies is very expensive. A number of institutions and professional bodies undertake translation work on moderate charges. Translation indexes and pools are maintained by Aslib (UK), National Lending Library for Science & Technology (UK), Special Libraries Association (USA), Clearinghouse for Federal Scientific & Technical Information (USA), National Science Library (Canada), European Translation Centre (Netherlands), Transatom (Bel-

gium), Program for Scientific Translations (Israel), INSDOC (India) etc. The translations acquired by these institutions are announced in the appropriate bulletins such as NLL Translations Bulletin, Translations Register Index, Technical Translations, World Index of Scientific Translations, Transatom Bulletin, Index Translationum etc.

The cover to cover translation programmes of foreign language literature have recently been launched in the Western countries to

tide over the barrier. The National Science Foundation in the USA and the Department of Education & Science in the UK are sponsoring most of the translation programmes which are implemented by learned societies and institutions such as American Institute of Physics (New York) and Chemical Society (London). In the commercial field, organisations like Consultants Bureau Inc. (New York), Faraday Press Inc. (New

York) and Pergamon Press (London) are actively engaged in the project and are contributing substantially to the total output.

It is evident from the above that the language barrier has been posing a serious problem for the scientist and the documentalist. The concerted efforts are aimed at breaking through the barrier which has been overcome to an appreciable extent although not completely eliminated.

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NOTES AND NEWS

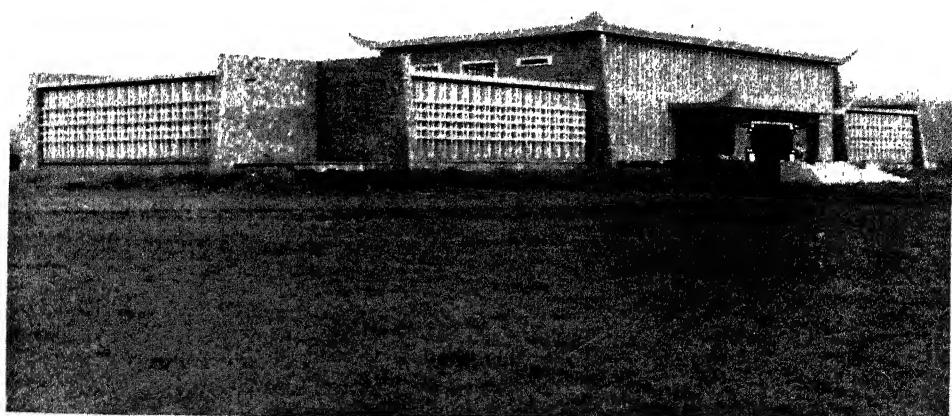
TRIBHUVAN UNIVERSITY LIBRARY KIRTIPUR, KATHMANDU, NEPAL

The fine imposing building of Tribhuwan University Library stands just below the town of Kirtipur, once the capital of Malla dynasty. Its beauty and grandeur are enhanced with the inclusion of Nepali art and architectural motifs at the entrance and by the splendid background provided by the majestic mountains. One can enjoy the serene beauty of nature in such a marvellous setting.

Tribhuwan University library building was constructed with collaboration of Government of India at a cost of Rs. 9,14,000. Its plinth area is approximately 17,700 sq. ft. Among other features of the building are a commodious multified stack wing with a main hall of about 5,300 sq. ft., a good

reading room, a general and reference room, a browsing room, a room for periodicals, a faculty reading room, a Nepal Room as well as rooms for the administrative wing. Sufficient space for further expansion has been left to meet requirements in future.

The building was formally inaugurated on October 23, 1967 by the Hon'ble Soorya Bahadur Thapa, Prime Minister of Nepal, in the presence of the Hon'ble Sri Morarji Desai, Deputy Prime Minister of India, who was on an official visit to Nepal at that time. This fine building will serve as a model for future library buildings in Nepal and it will stand as a symbol of the age-old Indo-Nepalese friendship and cooperation.



**SARVASHRI Y. M. MULAY, P. C. BOSE
AND C.G. VISWANATHAN**

During the past few months three of our eminent colleagues have retired from service after each one of them had served for nearly forty years.

Shri Y.M. Mulay served the National Library for over two decades, first as Assistant/Deputy Librarian and then for the last five years as Librarian with unique distinction. Prior to his joining the National (then Imperial) Library in Calcutta he did yeoman's service as Librarian of the Nagpur University. Shri P.C. Bose has retired from the Calcutta University after completing his entire distinguished career in that University Library. His services as Librarian and Head of the University Diploma Course in Librarianship have set unique records. Shri Viswanathan, after many years of service as Assistant Librarian/Librarian of

the Banaras Hindu University, was called upon to organise the Library of the U.P. Agricultural University, Pantnagar from its inception in 1960. Besides his meritorious services as Librarian Shri Viswanathan has also served as a distinguished teacher of Library Science.

We wish these distinguished colleagues health, happiness and active life for many many years to come. The Library profession in the country will always look forward for guidance from them.

We also take this opportunity to welcome and wish well our worthy colleagues, Sarvashri D.R. Kalia, Bijayanath Mukherjee and Ram Tirath who have been appointed as successors to Sarvashri Y.M. Mulay, P.C. Bose and C.G. Viswanathan respectively.

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